University Of Alberta
0 0002 12734 20

Just English 3



Ex libris
universitatis
albertaensis



JUST ENGLISH 3

Cartoons drawn by G. W. O'Hara
Cover design by Bob Teringo

JUST ENGLISH 3

Merron Chorny
The University of Calgary

Michael A. Kostek
Edmonton Public Schools

Phyllis E. Weston

J. M. DENT & SONS (CANADA) LIMITED

Copyright © 1968
by J. M. Dent & Sons (Canada) Limited
All rights reserved

This book is copyright.
It may not be reproduced whole or in
part by any method without permission
in writing from the publishers.

Printed and bound in Canada

ACKNOWLEDGMENTS

Grateful acknowledgment is made for permission to include the following copyright material:

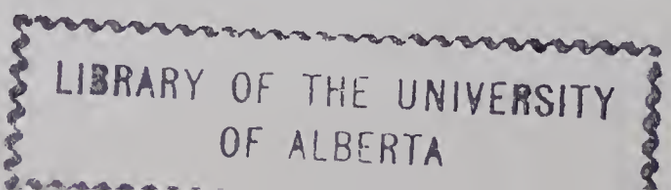
The excerpt adapted from *Gaspé: Land of History and Romance*, by Blodwen Davies (Toronto: Ambassador Books Limited, 1949). Reprinted by permission of the publisher.

"The Flower-Fed Buffaloes" from *Going to the Stars*, by Vachel Lindsay. Copyright, 1926, D. Appleton and Co. Copyright renewed, 1954, by Elizabeth C. Lindsay, by permission of Appleton-Century, affiliate of Meredith Press.

The excerpt from "Golden Fruit", from *Not That It Matters*, by A. A. Milne, published by Methuen & Company, Ltd., London. Reprinted by permission of Associated Book Publishers Ltd., London.

The excerpt from *People of the Deer*, by Farley Mowat. Reprinted by permission of Atlantic-Little, Brown and Company.

The limerick "There Was a Young Man of Montrose", by Arnold Bennett. Reprinted by permission of Mrs. Dorothy Cheston Bennett.


LIBRARY OF THE UNIVERSITY
OF ALBERTA

The excerpt from *Changing the World*, by Amabel Williams-Ellis. Reprinted by permission of the publishers, The Bodley Head Limited.

The article "The Girl Who Defied the Loch Ness Monster" ("Girl Swimmer Defies Loch Ness Monster"). Reprinted by permission of British Information Services.

The excerpts from *The Calgary Herald*. Reprinted by permission of the publisher.

The excerpt from *The Camrose Canadian*. Reprinted by permission of the publisher.

The excerpts from *The Red Deer Advocate*. Reprinted by permission of The Canadian Press.

The excerpt from *The Diary of Samuel Marchbanks*, by Robertson Davies, published by Clarke, Irwin & Company Limited. Reprinted by permission.

The excerpt and the adapted excerpt from *On Safari*, by Armand Denis. Reprinted by permission of the publishers, Collins Publishers, London and Toronto.

The excerpt from *The Struggle for Europe*, by Chester Wilmot, and the excerpt from *The Wooden Horse*, by Eric Williams. Reprinted by permission of the publishers, William Collins Sons & Co. Ltd., London.

"Don't Cry, Darling, It's Blood All Right", from *Collected Verse From 1929*, by Ogden Nash, published by Little Brown & Co. Copyright © 1934 by The Curtis Publishing Company. Copyright Renewal © 1962 by Ogden Nash. Reprinted by permission of Curtis Brown, Ltd.

The excerpts from *Typhoon*, by Joseph Conrad, published by J. M. Dent & Sons Ltd., London. Reprinted by permission of the publishers and the Trustees of the Joseph Conrad Estate.

The excerpt from *Ecuador* (*Around the World Program*), copyright © 1966 by Nelson Doubleday, Inc. Reprinted by permission of Doubleday & Company, Inc. The excerpt from *Jamaica* (*Around the World Program*), copyright © 1967 by Nelson Doubleday, Inc. Reprinted by permission of Doubleday & Company, Inc. The excerpt from *Nigeria* (*Around the World Program*), copyright © 1966 by Nelson Doubleday, Inc. Reprinted by permission of Doubleday & Company, Inc.

The excerpts from *The Edmonton Journal*. Reprinted by permission of the publisher.

The excerpt from *The Globe & Mail*. Reprinted by permission of the publisher.

The excerpt reprinted by permission from *Stars: A Golden Nature Guide*, by Herbert S. Zim and Robert H. Baker. © Copyright 1956 by Golden Press, Inc.

The excerpts from W. L. Gordon Features. Reprinted by permission of the publishers.

The excerpt from *My Early Life*, by Winston S. Churchill, published by Odham Books Limited and reproduced by courtesy of the Hamlyn Publishing Group Limited.

772995

The excerpt from *The Autobiography of Mark Twain*, edited by Charles Neider. Copyright © 1959 by The Mark Twain Company. Reprinted by permission of Harper & Row, Publishers. The adaptation of Survey Q3R Method in *Effective Study*, Rev. Ed., by Francis P. Robinson. Copyright 1941, 1946 by Harper & Row, Publishers, Incorporated. Copyright © 1961 by Francis P. Robinson. Used by permission of the publishers.

The excerpt from an article by Hugh Downs, "Intelligent Life on *This* World", from the March 1965 issue of Science Digest. Reprinted with permission from Science Digest. © 1965 The Hearst Corporation.

"The Road Not Taken", from *Complete Poems of Robert Frost.* Copyright 1916 by Holt, Rinehart and Winston, Inc. Copyright 1944 by Robert Frost. Reprinted by permission of Holt, Rinehart and Winston, Inc., New York. The excerpts from *Expert Skiing,* by David Bradley, Ralph Miller, and C. Allison Merrill, published by Holt, Rinehart and Winston, Inc. Reprinted by permission of the publishers.

The excerpts from *The Great Buffalo Hunt*, by Wayne Gard. © Copyright 1959 by Wayne Gard. Reprinted by permission of Alfred A. Knopf, Inc. The excerpt from *Sea Monsters*, by William Knowlton. Reprinted by permission of Alfred A. Knopf, Inc.

The excerpt from *Buffalo Land*, by William D. Berry. Reprinted with permission of The Macmillan Company. © The Macmillan Company 1961.

The excerpt from "The Verger", from *The Complete Short Stories of Somerset Maugham*, 1952 Edition. Reprinted by permission of The Literary Executor of Somerset Maugham.

The excerpt from *Klondike*, by Pierre Berton, Copyright 1958 by Pierre Berton, and the excerpt from "Who Remembers Tail Creek Town?", by Margaret Maw, as published in *Alberta Golden Jubilee Anthology* edited by W. G. Hardy, reprinted by permission of The Canadian Publishers, McClelland and Stewart Limited, Toronto.

The excerpt told from *Shadows on the Grass*, by Isak Dineson. Reprinted by permission of Michael Joseph Ltd., London.

The adaptation from the October 10, 1966, National Geographic School Bulletin article, "Snakes: Survivors of the Dinosaur Age". Reprinted by permission of the National Geographic Society.

The excerpt from *Delight*, by J. B. Priestley, published by William Heinemann Ltd. Reprinted by permission of A. D. Peters & Co.

The excerpt from *The Complete Book of Hot Rodding*, by R. E. Peterson and the editors of Hot Rod Magazine. Reprinted by permission of Prentice-Hall Inc.

The excerpt from the *Canada Year Book 1966*, reproduced with the permission of the Queen's Printer, Ottawa.

The adapted article, "Ungathered Harvests in the Ocean", by Mack Laing, with the photograph on page 68, from the September 1966 issue of the *Unesco Courier*, reprinted by permission of the *Unesco Courier.*

The excerpt from *Poltergeists*, by Sacheverell Sitwell. Reprinted by permission of University Books, Inc.

The excerpts from *The North American Buffalo*, by Frank G. Roe. Reprinted by permission of University of Toronto Press.

The excerpts from *The Diary of a Young Girl*, by Anne Frank, published by Vallentine, Mitchell & Co. Ltd. Reprinted by permission of the publisher and Mr. Otto Frank, the holder of the copyright.

The excerpt from *The Red Pony*, by John Steinbeck, and the adapted excerpt from "Purple Was for Danger", from *The Province of the Heart*, by Phyllis McGinley, reprinted by permission of The Viking Press, Inc.

The excerpt from Look and Learn No. 264 of 4 February 1967. Reprinted by permission of Winant, Towers Limited.

The clerihews by E. C. Bentley and Clifton Fadiman from *Any Number Can Play*, by Clifton Fadiman. Reprinted by permission of The World Publishing Company.

Wherever possible, the source of quoted material has been traced and acknowledgment given. Apology is made for any inadvertent errors or omissions.

PHOTOGRAPHS, MAP, AND CARTOONS

The cartoon "Tizzy", on page 145, reproduced by permission of the Dominion News Bureau Limited, Montreal.

The cartoon on page 148 reproduced by permission of *The Edmonton Journal.*

The map on page 294, from *Behold the Shining Mountains*, by J. G. MacGregor, published by The Institute of Applied Art Ltd., redrawn by permission of the publishers.

The cartoons "Archie", on page 117, and "Hi & Lois", on page 146, reproduced by permission of King Features Syndicate.

The cartoon "B.C.", on page 146, reproduced by permission of Miller Services Ltd., Toronto.

The photograph of the painting "Buffalo Hunt Chase", by George Catlin, on page 299, reproduced by permission of the Public Archives of Canada.

The photograph of the painting "Buffalo Hunting With Bow, Arrow, and Spear", by George Catlin, on page 296, reproduced by permission of the Royal Ontario Museum, University of Toronto.

The photograph on page 69 reproduced by permission of Hans W. Silvester, Le Parrotier, France.

The cartoon "Smidgens", on page 145, reproduced by permission of the Toronto Star Syndicate.

CONTENTS

CHAPTER	I	Looking into Language	1
	II	Speaking and Listening	31
	III	Reading for Tomorrow	56
	IV	Language in Action	76
	V	Language Is News	109
	VI	Accuracy with the Apostrophe	152
	VII	Writing and Understanding	169
	VIII	Writing Longer Units	208
	IX	Be Your Own Private Secretary	221
	X	Summaries: The Key to Understanding	244
	XI	The ABC's of Report Making	265
	XII	Language Is Life	304
		Index	333

Lwoyb

CHAPTER I

Looking into Language

THINKING ABOUT LANGUAGE

Below is a short vocabulary list of a make-believe language, *Esnesnon*. Study the list briefly, then try to translate, into acceptable English, the sentences which follow the list.

esoog (a, the) goose
(as in *The goose flew away*)

esooge (a, the) goose
(as in *He saw a goose*)

kooc (a, the) cook
(as in *The cook worked*)

kooce (a, the) cook
(as in *I hired a cook*)

koocto to (a, the) cook
(as in *He gave money to the cook*)

koocby by (a, the) cook
(as in *The meat was cut by the cook*)

rehtaef (a, the) feather

rehtaefi (the) feathers
(as in *The feathers were white*)

rehtaefie (the) feathers
(as in *He bought the feathers*)

kculp to pluck

kculpe he plucks

kculphade he had plucked

koot to take

koote he takes

kootey they take

kootere he took

tae to eat

taeey they eat

taewouldey they would eat

tohs to shoot

tohse he shoots

tohsey they shoot

tohserey they shot

retnuh (a, the) hunter (as in *The hunter killed the tiger*)

retnuhi (the) hunters

retnuhis (the) hunters'

tsaor to roast

tsaorwase it was roasted

ton not

1. Retnuhi esooge tohserey.
2. Retnuh koocto esooge kootere.
3. Esoog retnuhis koocby tsaorwase.
4. Retnuhi ton esooge taewouldey.
5. Kooc ton rehtaefie kculphade.

STOP and Think

Use the vocabulary list and the sentences, above, to answer the questions that follow.

1. (a) In English, most nouns can be made plural by adding *-s* or *-es*. How are nouns made plural in Esnesnon? (Examine the Esnesnon words for *feathers* and *hunters*.) In Esnesnon, how would you write the plural for *cook*?

 (b) In an English sentence, a noun serves one of several functions. For example, a noun may be the subject or the direct object.
 Examine each part of the sentences below. Each noun in the sentences is identified as a subject (S) or as a direct object (DO).

The *man* saw the *woman*.
S DO

The *woman* saw the *man*.
S DO

The *cat* chased the *dog*.
S DO
The *dog* chased the *cat*.
S DO

The *boy* thanked the *girl*.
S DO
The *girl* thanked the *boy*.
S DO

(i) In what position does the subject appear in each of the sentences? beginning - after the

(ii) In what position does the direct object appear in each of the sentences? end - after verb

(iii) Each of the two statements in each pair of English sentences, above, is composed of the same words. However, the noun which is the subject of the first sentence becomes the direct object in the second sentence in each pair. Does the position of a noun in an English sentence seem to determine whether the noun is a subject or a direct object? yes Does the position of the nouns in an English sentence affect the meaning of the sentence? yes In other words, does it make a difference to the meaning whether we say *The man saw the woman*, or *The woman saw the man*? yes

(iv) In the English sentences, above, does the fact that a word is used as a direct object rather than as a subject affect the spelling of that word? no

(v) Now look at the Esnesnon words for *goose* and *cook* in the vocabulary list. Note that there is more than one spelling (or *form*) for each of these nouns. What is the signifi-

cance of adding *-e* to the root words, *esoog* and *kooc*, as in *esooge* and *kooce*?

In English, the position of a word in a sentence helps to identify it as a direct object. How is a direct object identified in Esnesnon?

(vi) In English, the words *a*, *an*, and *the* are often used with nouns. In fact, *the* is probably the most frequently used word in the English language. Are there words for *a*, *an*, and *the* in Esnesnon? What does a person do regarding these words when translating from Esnesnon into English?

(vii) In English, words like *to* and *by* are frequently used with *a*, *an*, and *the*, before nouns. Thus we may say, *I gave grain to the goose* or *The lion was killed by the hunter*. How is *to*, as in *to the goose*, expressed in Esnesnon? (Examine the word for *to the cook* in the vocabulary list.) How would you write *to the goose* in Esnesnon? How is *by*, as in *by the hunter*, expressed in Esnesnon? (Study the word for *by the cook* in the vocabulary list.) How would you write *by the hunter* in the make-believe language?

(c) (i) What is the Esnesnon word for *he plucks*; for *he takes*? In English, a pronoun may be placed before a verb (such as *take*) to indicate the person, as in *I take*, *you take*, *they take*.

In Esnesnon, a special ending is added to the verb to indicate person. What verb ending indicates *he*, as in *he takes* or *he shoots*, in Esnesnon? (Consult the vocabu-

lary list.) What verb ending indicates *they*? ey

(ii) In English, we most commonly express the distinction between present and past by changing the spelling (form) of verbs. The change may be within the word itself, as in *I see, I saw,* and *I run, I ran*. The change may also be made by adding an ending to the verb, as in *I jump, I jumped,* and *I walk, I walked*. A few verbs, such as *I hit,* do not change in form. What ending is added to Esnesnon verbs to indicate the past? (Study the Esnesnon words for *he took* and *they shot* to arrive at your answer.) Write *he shot* and *they took* in Esnesnon.

(iii) In English, certain words such as *has, had,* and *would* are used in a special way with verbs, as in *he has thrown, I had eaten,* and *I would wait*. How are *had* and *would* expressed with verbs in Esnesnon?

2. Having looked at words in the make-believe language, look again at the five Esnesnon sentences and at your translation of them.

(a) (i) In sentence 1, what does each of the following words mean: *Retnuhi, esooge, tohserey.*

(ii) You already know that in Esnesnon there are no words for *the* or *a*. Yet, to make the English version familiar, you would need to use one of these words with *hunters* and with *goose* in your translation. Which of the two words (*a, the*) did you use with *hunters*? Why? Which word did you use with *goose*? Why?

(iii) In terms of what you have learned from the questions in this exercise, give two reasons for deciding that *Retnuhi* and *tohserey* go together and for translating this part of the sentence as *The hunters shot.*

(b) (i) In sentence 2, how do you know that *Retnuh* means *hunter* and not *hunters*? How do you know that it is the subject of the sentence?

(ii) How would you know, by checking the vocabulary list, that neither *koocto* nor *esooge* can be the subject?

(iii) How do you know that *kootere* means *he* (the hunter) *took* and not *they took*? How do you know that *kootere* means *he took* and not *he takes*?

(iv) Using what you have discovered by means of the three preceding questions, state whether the position of words in a sentence is as important in Esnesnon as it is in English for expressing meaning. If the position of the words in a sentence is not the key to meaning in Esnesnon, then what feature of the make-believe language makes it possible to extract meaning from the sentence?

(v) Translated, sentence 2 becomes *A hunter took the goose to the cook.* In English, it is almost impossible to change the position of the words without changing the meaning of the sentence. An arrangement such as *To took the hunter cook goose a the* simply will not do. *The cook took a goose to the hunter* alters the meaning. *The goose to the cook a hunter took,* though it conveys

the original meaning, sounds strange. The expression of meaning in English depends largely upon the position of words in a sentence; that is, upon *word order*.

(vi) Look again at sentence 2 in Esnesnon: *Retnuh koocto esooge kootere*. Suppose that the sentence had been written as follows: *Kootere retnuh esooge koocto*. Has changing the position of the words altered the original meaning? What feature of Esnesnon makes word order relatively unimportant to the expression of meaning? Explain.

Rewrite sentence 2 in Esnesnon, changing the word order in two more ways. Does changing the position of the words affect the meaning of the sentence? What kinds of changes would need to be made in sentence 2 (without adding any more words) in order to change the meaning?

A language such as Esnesnon (and there are actual languages that have characteristics such as you have discovered in this make-believe language) is called an *inflected* language, because it depends so much on changing the endings of words (*inflections*) to express meaning.

LANGUAGE: HANDLE WITH CARE

Our language seems so much a part of us that we rarely stop to think about it. All of us do pause, frequently, to decide upon the fitness of a particular word or to consider the effectiveness of a sentence. Most people are concerned about their use of language. However, it is seldom that any one of us

gives thought to the way in which our language has developed, to the way in which it works, or to its relationship to us.

We marvel at a multitude of things that man has discovered and accomplished, but fail to recognize his greatest achievement. We are overwhelmed by the great structures that man has erected. We are intrigued by his increasing insight into life on earth and amazed by his expanding activities in space. We are astounded by many of his findings in the field of medicine. Yet we usually take for granted the key — language —that has made man's other achievements possible.

Even more frequently, we overlook what language means to us as individuals. To a large extent, each of us has been shaped by what he has experienced, by what he has thought, and by what he has felt. And language has been the means by which each has been able to preserve and to handle his experiences, thoughts, and feelings.

Because language is so much a part of our lives, it is important not only to use it well, but also to increase our understanding of it. This chapter explores some areas of that side of our language to which we usually give little attention.



"Another C in English language! At this rate you won't be able to write even a decent letter when you grow up, Will Shakespeare."

ENGLISH: A WORLD LANGUAGE

We speak a language that is shared by a large proportion of the people of the world. About 300 million people use English as their native language. About 600 million more understand it to some degree. From the small island of Britain, where it developed, English has grown into a language that is spoken around the globe.

We live at a time when countries and peoples are being brought closer together. A crop failure, an outbreak of war, or a scientific breakthrough which occurs half-way around the globe affects us at home. When no part of the world can isolate itself from the rest, when all must try to live together, there is need for a common language that will enable various nations and races to communicate and to learn to understand each other. English cannot yet be considered a truly international language and it may never reach this position. At this time, however, because English is so widely used, it is an important means of bringing the people and countries of the world together.

EXERCISE I: Explaining Language

1. (a) Name five countries in which English is the native language of the majority of the population. Canada, England, U.S, Aust, N.Z,

 (b) Name three countries in which English is important as a second language.

2. List three kinds of situations in which English might be used as an international language. meetings, bargaining,

3. Why is English so widely used in the world at present? Give several reasons. U.S Impt,

4. Attempts have been made to create international languages artificially. *Esperanto* is a language invented to make international communication possible.

(a) Consult an encyclopedia or other reference book for information on Esperanto. Write a short report on this language.

(b) What might be some problems in attempting to introduce Esperanto into world-wide use?

THE ROOTS OF ENGLISH

To discover how English has become the common language of one-third of the world, we must look at the history of the English-speaking people. The origins of the language, however, precede the recorded history of Britain.

English, like most of the languages of Europe, is a member of the Indo-European language family. The origins of Indo-European are uncertain; there are no written records of it. Scholars are certain, however, that it was the source of the existing member languages. By studying them, scholars have discovered that this group of languages shares enough common features of grammar, vocabulary, and pronunciation to indicate that they all have developed from the same original language. Indo-European is divided into eight sub-families or branches, one of which is called Germanic. English is a member of this branch. German, Dutch, Danish, Swedish, and Norwegian also belong to the Germanic branch of the Indo-European family of languages.

English as History: The Three Stages of English Development

The history of the English language is usually divided into three periods: Old English (450 to 1150), Middle English (1150 to 1450), and Modern English (1450 to the present). The dates are not meant to indicate any sudden changes from one period to the next. Changes in the language occurred

gradually during each of the periods. The nature of the changes was such, however, that at the end of each period English was quite different from what it had been at the end of the preceding period.

Stage One: From the Celts to the Normans

English Comes to England: The Anglo-Saxons

The invasion of Britain, about 450, by people from what are now Denmark and northern Germany was the first major event in the history of English. During the four previous centuries, most of Britain had been under the rule of the Romans, whose legions had landed on the island in A.D. 43 and conquered its inhabitants, the Celts. About A.D. 400, however, the Roman armies were withdrawn because they were needed to defend their homeland. By themselves, the Celts could not withstand the invaders from northern Europe who poured into Britain in increasing numbers during the last half of the fifth century. Gradually, the Celts were pushed back into Scotland and Wales and across the sea to Ireland, where the Celtic language has survived as *Gaelic, Welsh,* and *Erse*. The invaders were members of three tribes: the Jutes, the Saxons, and the Angles. From the last of these the country got its name, England, "the land of the Angles". From the same source came the name of the language spoken by the three tribes, English.

Add Two More Ingredients to English: The Danes and the Normans

In the 600 years following the coming of the Anglo-Saxons, England experienced two more major invasions. At the end of the eighth century, the Danish Vikings began raiding English towns. By 850, the Danes were landing large armies, defeating the Anglo-Saxons, and establishing settlements of

their own. The Danish invasion continued in stages until the year 1000, with periods of peace punctuated by wars, and with control of the country shifting first to one side then to the other. But the periods of peace saw the intermingling and intermarriage of Danes and Anglo-Saxons. Before any final settlement between the two races, however, trouble came from another direction. In 1066, William of Normandy (Normandy is a province in northern France) landed in England with an army, defeated the Anglo-Saxons at Hastings, and became king of England.

Thus, in the course of a thousand years, England had been invaded by a succession of races, each speaking a different language. One after the other, Celtic, Latin, English, Danish (also referred to in its early form as Scandinavian or Norse), and French competed to become the main language of the country. At the time of the Norman conquest, however, English was the most firmly established.

A Look at Old English

The English of this period was quite different from the language that we know now. Some idea of Old English can be gathered from the following sample, taken from an account of the wars in Anglo-Saxon times:

> Hēr cuōm se hēre to Rēadingum on West Seaxe, and þaes ymb iii niht ridon ii eorlas ūp; þā gēmētte hīe Æþelwulf aldorman on Englafelda, and him þǣr wiþ gefeaht, and sige nam.

Translated, the passage reads:

> Here [In this year] came the army to Reading in Westsaxony, and thus after three nights two earls rode up; then Aethelwulf, the alderman of Englefield, met them, and fought with them there, and took [won] the victory.

As you examine the original passage, you note a number of things about Old English. The most obvious discovery is that you can recognize a number of words. You can make

out *and, night, rode, up, earls,* and *alderman.* The last two words, however, have changed their meaning slightly: *eorl,* which then meant the highest rank of society, survives as a specific title, *earl; aldorman,* which was the official name of the king's deputy in each county, now means a member of a city council. If you drop the first syllable of *gemette* and *gefeaht,* you can distinguish *met* and *fought.* And knowing that the symbol þ has been replaced in Modern English by *th* helps you to identify *there* and *with.* Many of the words we use today have come down to us from Old English. On the other hand, some words have been replaced by synonyms from other languages: *nim* disappeared from English when *take,* borrowed from the Norse, began to be widely used.

Although you notice similarities in vocabulary, you can recognize differences in pronunciation between Old English and the English of today. For example, the *h* in *niht* (night) was sounded, as *ch* in *loch.* In later writing, this sound was represented by *gh.* Still later, this sound disappeared from the spoken word, but the symbol for the sound has remained to confuse us when we spell *night.*

Probably the greatest difference between the old and the new languages lies in the fact that Old English was highly inflected. Like the make-believe language, Esnesnon, examined at the beginning of this chapter, Old English depended on the addition of various word endings, rather than on word order, to convey meaning in a sentence. Thus the word order in *rode two earls up* and *them there with fought and victory took* may seem strange to you, and, at first sight, you may be puzzled about the meaning. However, the inflectional endings served as markers to show the relationships among the words and ensured that the meaning was clear.

Rivers of Words: The Vocabulary of Old English

The succession of races that inhabited England, each with its own language, could be expected to have left its mark on

the vocabulary of English. However, the first group with which we are concerned, the Celts, influenced English very little. They contributed a number of place names, including *London,* and such words as *crag* and *dun* (dark colored).

The Flow from Latin

Latin, on the other hand, contributed extensively to our word-store during the first period of the history of English. The borrowings from Latin during this period occurred at three different times. A few Latin words came into English through the Celts from the time of the Roman occupation of Britain. These include *mountain, port,* and *-caster* (camp) in such place names as Doncaster and Lancaster. Before the Anglo-Saxons invaded Britain, they had been in contact with the Romans and had introduced certain Latin words into their vocabulary at that time. Among these words were *street, wall,* and *mile; cheese, wine, butter, pea,* and *cherry*; and *dish, cup, kettle,* and *kitchen.* The greatest influence of Latin upon Old English occurred after Christianity was introduced into Britain in 597. As is usually the case when one language borrows from another, the Latin words represented things and ideas which were new to the Anglo-Saxons. Introduced at this time were words relating to religion, such as *abbot, altar, hymn, priest, psalm,* and *temple*; words relating to education, such as *school, history, master,* and *verse*; and words referring to animals and plants, such as *camel, tiger, cedar, pine,* and *lily.* Other Latin words borrowed at this time refer to clothing: *cap* and *sock*; and to food: *beet, pear, radish,* and *lobster.* These words not only enrich our language, they also point out the differences between the ways in which the two races lived.

The Flow from Scandinavian

The civilization of the Danes, on the other hand, was much like that of the Anglo-Saxons; the Scandinavian words, adopted by English, cannot be grouped in the same way that

the Latin words can. Nevertheless, Scandinavian did contribute to our vocabulary. Words borrowed during the Old English period include the nouns *bank, calf, dirt, egg, fellow, leg, race, sky,* and *window*; the adjectives *awkward, loose, low, odd, sly,* and *weak*; and the verbs *call, die, get, give, lift,* and *take*. Nearly all are words which are commonly used.

The Mainstream of Old English

Of all the languages which were spoken in Britain during this period, Old English, as could be expected, left us the greatest heritage of words. And most of these words are basic in our language today. They enable us to identify people: *man, woman, father, mother, son,* and *daughter*. They permit us to refer to parts of our body: *eye, ear, mouth, nose, tongue, tooth, head, arm, hand, finger, knee, foot, toe, bone, heart,* and *blood*. They give us the names for common animals: *cow, sheep, hog, horse, dog, hen,* and *goose*. They allow us to discuss the wonders of our world and of our universe: *earth, day, night, week, month, year, spring, summer, fall, winter, rain, snow, wind, north, south, east, west, sun, moon,* and *star*. Old English has given us words for the basic colors and the means to describe the basic quality of things through words such as *great, small, heavy, light, thick, thin, crooked, straight, old, new, quick, slow, full,* and *empty*. Many of our commonly used verbs — *begin, buy, build, come, go, lie, run, sit, sleep, stand, walk,* and *work* — have come down to us from Anglo-Saxon times. Probably one-half of the English words most commonly used today have their origins in Old English. And it is estimated that nine of these words (*and, be, have, it, of, the, to, will, you*) make up one-quarter of all the words that we use in speaking and writing.

EXERCISE II: Examine Old English

1. One way in which member languages of the Indo-European family show their relationship is in the similarities of certain words.

(a) Examine the word *mother* as it is written in several languages:

mother (English)	*mutter* (German)
mater (Latin)	*moder* (Danish)
meter (Greek)	*mère* (French)
mat (Russian)	*madre* (Italian)

All the languages represented above are members of the Indo-European family. If you did not have this information, why would the words listed above suggest to you that there was a relationship among these languages?

(b) Find out how each of the words *brother*, *father*, *name*, and *three* is written in several of the languages identified above. Try to get as many examples as you can for each word. Some of the examples may be found in a dictionary that gives word origins. Perhaps people you know who speak some of these languages will help you. Do the examples provide evidence that the languages are related? Explain.

2. Look at the Lord's Prayer as it is written in Old English, below; then compare it with the King James version which follows.

Fæder ūre
Þū Þe eart on heofonum
Sī Þīn nama gehalgod
Tōbēcume Þīn rice.
GewurÞe Þīn willa on eorÞan swā swā on heofonum
Urne gedæghwāmlican hlāf syle ūs tō dæg.
And fogyf ūs ūre gyltas, swā swā wē fogyfaÞ ūrum gyltendum
And ne gelǣd Þū ūs on costnunge,
Ac ālȳs ūs of yfele. SōÞlīce.

Our Father,
Which art in heaven,
Hallowed be thy name.
Thy kingdom come,
Thy will be done in earth as it is in heaven.
Give us this day our daily bread

And forgive us our debts, as we forgive our debtors.
And lead us not into temptation,
But deliver us from evil:
For thine is the kingdom, and the power, and the glory, for ever. Amen

(a) Which Old English words can be recognized quite easily as being similar to Modern English?

(b) The word *our* appears in three forms — that is, it is spelled in three different ways — in the Old English version. List these three different spellings of *our*. Why is this word used in these three forms? Considering what you have learned about inflections will help you to arrive at the answer.

(c) In what way does the word order of the first line of the Old English version differ from the word order in Modern English?

(d) The Old English word for *bread* is *hlāf*. Of what modern word, usually associated with *bread*, does *hlāf* remind you? Check the origin of the modern word in a dictionary.

(e) The Old English word *gyltas* can be translated as *sins*. What modern word, indicating how a sinful person might feel, is similar to *gyltas*? Check the origin of this word.

3. Use a dictionary to determine whether each of the following words is derived from Old English, Latin, or Scandinavian.

sound	leaf
child	root
cell	good
field	flat
sister	silk

4. For some words borrowed from Scandinavian there were already Old English words with the same meaning. In some of these instances, the words with the same original

meaning were retained, but acquired different shades of meaning. This is one way in which English built its rich store of synonyms.

Listed below are four pairs of such words; the first word in each pair being of Old English origin, the second, of Scandinavian. Show the difference in meaning between the words in each pair by using each of the words in a sentence.

craft	skill
hide	skin
rear	raise
sick	ill

Stage Two: From the Norman Invasion to the First English Printer

The Norman conquest was the last time that Britain was invaded by a foreign race. As conquerors of the Anglo-Saxons and rulers of the land, the Normans were in the position to impose their language on the people of the country. In such a situation as existed in Britain after 1066, it could be expected that French would emerge as the common tongue. In fact, French did influence English, but English survived as the language of the country.

The Rise of Norman French

For over 200 years after the Norman invasion, French was the business language of the country. It was the language of the king's court, of the law courts, of education, and of commerce. It was spoken by the nobility, the clergy, and the merchants — by the powerful and the wealthy. Any Englishman who wanted to improve his position had to learn French.

English, even though it was not as influential as French, was still spoken by the majority of the people. And, in time, many of the Norman rulers, finding it useful to deal with the common people directly in their language, began to learn English.

The Re-establishment of English

After 1300, the fortunes of English began to rise. A number of events contributed to this change in the position of the language. One was the loss, by the Norman kings, of their holdings in France. As a result, a national pride in England and in English began to develop. After two centuries of Norman rule, some of the English people began rising to higher positions. English was beginning to be used in trade and commerce. By the middle of the fourteenth century, English was replacing French as the language of instruction in schools. In 1362, English was reinstated in the law courts and in parliament. After 1350, Chaucer, Wycliffe, and Langland were creating great works of literature in English. By the fifteenth century, the situation had changed so much that even the descendants of the Normans were speaking English as their native language.

Although English had emerged as the language of Britain, it was not yet a single language. Rather, five major dialects or variations of English were spoken in the country. Because London was the center of government and trade, the London dialect came to be considered the standard in English, at least in writing. When, in 1476, Caxton, the first English printer, began issuing his books in the London dialect, and thus making written works available as they had never been before, London English became fixed as the standard. With little basic change, it has remained as the standard in writing, even though pronunciation has changed.

The following extract from Caxton's Prologue to the *Eneydos* demonstrates the difficulties that Caxton faced in deciding which dialect he should use in his books. Although some of the spelling in this example of Middle English will seem strange, the word order is very much the same as it is in Modern English.

> . . . And that comyn englysshe that is spoken in one shyre varyeth from another. In so moche that in my dayes happened that certayn marchauntes were in shippe in

Tamyse, for to haue sayled ouer the see into Selande, and for lacke of wynde thei taryed atte Forlond [North Foreland in Kent], and wente to lande for to refreshe them; And one of theym named Sheffelde, a mercer, cam in-to an hows and axed for mete; and specyally he axed after eggys; and the goode wyf answerde, that she coude speke no frenshe. And the marchaunt was angry, for he also coude speke no frenshe, but wolde haue hadde 'egges' and she vunderstode hym not. And theene at laste another sayd that he wolde haue 'eyren' then the good wyf sayd that she vnderstod hym wel. Loo, what sholde a man in thyse dayes now wryte, 'egges' or 'eyren'?

A Look at Middle English

The greatest changes in the language occurred during the Middle English period. Although, at the beginning of this period, English was a highly inflected language, by the end of the period it had lost nearly all its word endings or inflections. Instead of inflections, word order became the key to meaning, as it is in Modern English.

The Stream Widens: The French Influence on Vocabulary

The words borrowed from French during this period relate to a variety of activities. Into English, at this time, came many of our words for government, including *crown, empire, authority, court, council, public, liberty, parliament, assembly, treaty, tax,* and *government.* Borrowed at this time were such words relating to religion as *sermon, prayer, parson, saint, reverence, mercy, preach,* and *pray.* Many of our words in the area of law date from this period: *justice, crime, judge, jury, bail,* and *jail.* From the French of this period, also, have come a number of our military terms such as *army, navy, enemy, battle, combat, ambush, soldier, guard,* and *spy.*

French words borrowed during the Middle English period suggest a world of fashionable and gracious living even when

used today. Thus, a lady may wear a *sable fur* that is in *fashion*. Her *satin gown* may be adorned by a *lace collar, embroidery*, and a *train*. She may have an *ivory brooch* and *jewels*, such as *diamonds, pearls, rubies*, or *emeralds*. She could sit down to a dinner of *mackerel, sturgeon, salmon, oysters, roast beef, veal*, and *salad*. After her appetite was nearly satisfied she could have *coffee* with *sugar* and *cream*, and an *orange* or a *peach*. Or she might try a *pastry, jelly*, or other *confection, spiced* with *cloves, cinnamon*, or *nutmeg*. Afterwards, she could sit in the *parlor* on a *chair* or *couch* under the *chandelier*. For *recreation*, she could *dance*, or listen to *music*, play *chess* or *checkers*, or just engage in *conversation*.

Art, education, and medicine have gained by such words as *painting, sculpture, color, image, cathedral, palace, poet, prose, story, tragedy, surgeon, anatomy*, and *remedy*.

In fact, French words borrowed at this time have enriched our vocabulary in nearly every activity. Into English in this period came several thousand nouns, including *adventure, business, city, country, courage, cruelty, debt, fame, honor, joy, labor, opinion, order, people, poverty, power, reason*, and *unity*. Added to the language were nearly a thousand adjectives, such as *active, calm, courageous, cruel, curious, fierce, gentle, honest, mean, poor, strange*, and *treacherous*. Verbs borrowed at the same time include *advise, arrange, betray, cry, destroy, inform, praise, remember, travel*, and *waste*. The French contribution to the English language is no mean one.

The Latin Flow Continues

During this period, English continued to borrow from Latin as well. Some of the Latin words that entered our language then were *conspiracy, genius, index, legal, nervous, picture, private*, and *summary*. Throughout its history, English has drawn heavily from Latin and French. Nearly one-half of the most commonly used words in English today have come from these two languages.

The Standardization of Spelling

With the growth of printing and the wide adoption of the London dialect for writing at the end of the fifteenth century, English spelling became more and more fixed (standardized). In fact, the spelling of many of our words has remained unaltered, even though the pronunciation of a number of them has changed since that time. This situation is one of the main causes of the difficulties of modern English spelling.

EXERCISE III: Examine Middle English

1. Use a dictionary to determine the language from which each of the following words was borrowed:

lady	metal
prince	sing
powder	polite
index	house

2. Below is a sample of Middle English. It is taken from *The Canterbury Tales*, written about 1390 by Geoffrey Chaucer. In the story, a number of pilgrims, on the way to Canterbury, meet at the Tabard Inn, in Southwark, now a part of London. They decide to travel together. They agree that on the way each will tell a tale to help pass the time.

> Bifel that in that sesoun on a day
> In Southwerk at the Tabard as I lay
> Redy to wenden on my pilgrimage
> To Caunterbury with ful devout corage,
> At night was come into that hostelrye
> Wel nine and twenty in a compaignye
> Of sondry folk by aventure y-falle
> In felaweship, and pilgrimes were they alle,
> That toward Caunterbury wolden ride.

(a) Is this sample of Middle English easier to read and understand than the samples of Old English that appeared earlier in this chapter? Give reasons for your answer. Is

the language in this sample more like Old English or Modern English?

(b) List five words that you can recognize easily, but for which the modern spelling is different. Give the modern spelling of each of these words.

(c) How would you express *was come* in Modern English?

(d) What modern word meaning *to go* is like the word *wenden*? You may be interested to know that *went* comes from *wenden.*

(e) The modern word that has developed from *aventure* is *adventure.* Do you think the meaning of the word has changed at all? Explain. How would you translate *by aventure y-falle In felaweship*?

3. The process of borrowing words from other languages has provided English with a rich store of synonyms. Below are sets of synonyms, of which the first word is from Old English, the second is from French, and the third from Latin. Choose two of these sets, and, by using each word in a sentence, show how the words within a set have different shades of meaning.

fire, flame, conflagration
ask, question, interrogate
time, age, epoch
rise, mount, ascend

4. (a) Write at least five synonyms for each of the following words. For one of the words, write all the synonyms that you can think of. Compare your list with the lists written by your classmates.

speak
sad
receive
house
quick

(b) Select one set of five synonyms. Use each word in a sentence. In your sentence, try to show any slight differences in meaning among the synonyms.

5. A study of borrowed words can tell us much about the people from whose language the words were taken. For example, the Old English words *arrow, axe, bow, shield,* and *spear* suggest that the Anglo-Saxons engaged in fighting and indicate the weapons that they used. Again, the Old English words *house, room, window, door,* and *floor* give us clues about Anglo-Saxon dwellings.

 Study the words, listed earlier in this chapter (pp. 20-21), that came into English from French during the Middle English period. Then write a paragraph on what these words of French origin tell us about the way of life of the Normans.

Stage Three: From the First English Printer to the Present

By 1500, English had emerged rich in vocabulary. It had also changed from a language that had used inflectional endings extensively, to one that depended upon word order to convey meaning. In this respect it was very much like Modern English. After 1500, English developed mainly in two ways: it continued to expand its vocabulary into one of the richest in the world, and the language spread from its island home to many parts of the earth. In the process, English faced yet another challenge.

The Challenge of Latin

During the first part of the Modern English period, there was a re-awakening of interest, in Europe, in the cultures of Greece and of Rome. In England, at this time, educated men turned to Greek and, even more, to Latin, as languages which they believed more suitable than English for expressing the many interesting ideas of the period. Not only were many of the great literary and scholarly works of the period written in Latin; the educated often used it in their private correspondence. Latin became the basis of secondary education.

However, as in earlier times when it had faced the challenges of other languages, English overcame its Latin competition. By the end of the sixteenth century, men such as Shakespeare and Marlowe were writing great literature in English. English books were being printed in thousands.

Latin: A Never-ending Stream

This period of Latin and Greek influence left its mark on English vocabulary. Into the language came such words of Latin origin as *atmosphere*, *autograph*, *capsule*, *expensive*, *insane*, *benefit*, *excavate*, and *extinguish*. Some of these, the Romans had first borrowed from Greek. From Greek, directly into English, came many other words, including *anonymous*, *thermometer*, and *tonic*.

The English River Flows into the Sea of the World

During the sixteenth century, Britain became established as a leading sea power. British merchants and explorers sailed around the world, setting up trading posts and claiming land for the Crown. Settlers were sent out to the New World and, though these first attempts ended in disaster, the process continued for three centuries, until a large part of the world was under British control. Colonists took their language with them, and imposed it, together with law, order, and taxes, upon the original inhabitants of the colonies.

English was on its way to becoming a world language.

English Vocabulary: Borrowing from the World

The traffic was not all one way, however. People who were being introduced to English were also contributing many of their native words to its vocabulary. The range of English borrowings can only be suggested here. From the North American Indian languages came *moccasin*, *raccoon*, *tobog-*

gan, and *wigwam.* From Spanish came *barbecue, chocolate, guitar,* and *ranch. Bungalow, veranda, thug,* and *tom-tom* were borrowed from India. *Banana, gorilla, voodoo, jazz,* and *zebra* came from Africa. German contributed *noodles, wiener,* and *hamburger;* Norwegian, *ski* and *slalom.* From China came *tea* and *ketchup;* from Japan came *kimono* and *judo. Algebra, alcohol,* and *candy* came from Arabic; *opera, piano,* and *violin* came from Italian.

And the word traffic still goes on. English, enriched by languages throughout the world, serves as a language that one-third of the world's peoples can use in common.

EXERCISE IV: Examine Modern English

1. New things and new ideas create the need for new words. Developments in many areas of activity in the twentieth century have resulted in many additions to the vocabulary of English. For each important discovery, new words have had to be created, or new meanings have had to be given to old words. The invention of the automobile and its wide use have added to the language, or have given new meaning to, such words as *windshield, spark plug, shock absorber, clutch, universal,* and *automobile* itself.

 Listed below are five areas of discovery and development which have become important in this century. For each area, list five words which are new or which have acquired new meaning in this area. Can you list twenty such words for one of the areas?

 (a) Exploration of outer space
 (b) Airplanes and air transportation
 (c) Television
 (d) Radio
 (e) The moving-picture industry

2. Some of our words have been derived from the names of people or places. For example, *January* comes from the name of *Janus,* a two-faced Roman god; *rugby,* the name

of a game, comes from the name of a famous school, in Rugby, England, where the game originated.

Use a dictionary to discover the name of the person or place from which each of the following words was derived.

atlas	dunce
bedlam	pasteurize
cereal	sandwich
currant	volcano
derrick	worsted

3. Different English-speaking countries have developed some differences in vocabulary. Thus, the items that a Canadian or someone from the United States would call a *wrench* and a *windshield* would be referred to as a *spanner* and a *windscreen* in Britain. In column I, below, are some other Canadian words for things which would be referred to differently in Britain. Match each of these words with its British equivalent from column II.

I	II
hood	boot
gas	lift
trunk	chemist's shop
truck	petrol
drug store	sweets
candy	ironmongery
hardware	bonnet
elevator	lorry

4. Some of the words and expressions in our language, such as those listed below, are uniquely Canadian. What is the meaning of each of these words? You may want to check your meanings with the *Dictionary of Canadian English* or the *Dictionary of Canadianisms*.

backchecker	muskeg
Bennet Buggy	oomiak
bush pilot	Red River cart
coureur de bois	sodbuster
C.P.R. strawberries	toboggan
Digby chicken	tractor train
mukluk	voyageur

5. Many interesting people and events make up the history of early Britain. In a sense, they are part of the development of the English language. Listed below are a number of topics drawn from the history of this period. Write a short report on one of the topics. You will need to consult various references for information. Make your report clear and interesting. Use pictures, drawings, or maps where they are needed. Your class may decide to put all the reports together into a booklet so that everyone may share what has been discovered about the various topics.

 (a) Stonehenge
 (b) The Romans Invade Britain
 (c) Roman Roads
 (d) Life in Anglo-Saxon Times
 (e) Hadrian's Wall
 (f) King Alfred
 (g) King Canute
 (h) The Vikings
 (i) Viking Ships
 (j) William the Conqueror
 (k) The Battle of Hastings
 (l) Norman Cathedrals
 (m) Life in a Monastery
 (n) The Black Death
 (o) The Printing Press Comes to England

6. Use your imagination to develop one of the following topics into a composition. You may describe a scene, tell a brief story, write a short play, or write a poem, using the topic of your choice. Remember that more than imagination will be necessary: you will need to have information about your topic before you can develop it.

 (a) As a supervisor of the construction of Stonehenge, or as a local inhabitant, describe the activity around you.

 (b) You are a soldier in Julius Caesar's army landing on the shores of Britain.

(c) As an Anglo-Saxon, you see Viking ships approaching your town.

(d) You are a member of a band of Vikings landing on the coast of England.

(e) You are an Anglo-Saxon or a Norman at the Battle of Hastings.

(f) The Black Death has just reached your village. Plague has just been diagnosed in one of the inhabitants. Describe what happens next.

(g) You are helping William Caxton print the first book in English.

7. You may want to follow your interest in the history of early Britain by reading some of the following stories. If some of these books are not in your library, you will find others dealing with the same period.

ROMAN BRITAIN

The Friend of Caesar, W. S. Davis
The Silver Branch, Rosemary Sutcliff

THE ANGLO-SAXONS

Escape to King Alfred, G. Trease
The Golden Warrior, Hope Muntz
The Lost Dragon of Wessex, Gwendolyn Bowers
Mist over Athelney, G. Trease
The Once and Future King, T. H. White
Story of King Arthur and His Knights, Howard Pyle

THE VIKINGS

Beowulf, Rosemary Sutcliff
Black Fox of Lorne, Marguerite de Angeli
Ice Falcon, Rita Ritchie
Sea Kings and Dragon Ships, Alan Boucher
Tales of Norse Gods and Heroes, B. L. Picard
Thunder of the Gods, Dorothy Hosford
Vikings, Elizabeth Janeway
Viking's Sunset, Henry Treece

THE NORMANS AND AFTER

Adam of the Road, Elizabeth Janet Gray
A Knight and His Weapons, Ewart Oakeshott
Knight's Fee, Rosemary Sutcliff
Men of Iron, Howard Pyle
Merry Adventures of Robin Hood, Howard Pyle
Otto of the Silver Hand, Howard Pyle

CHAPTER II

Speaking and Listening

THINKING ABOUT LANGUAGE

Let us listen in on a classroom discussion. (The statements are numbered so that it will be easy to refer to them later.)

(1) Mr. Brown: Did you know that one of every five people in the world is Chinese? China's population is estimated to be over 700,000,000, almost one-fifth of all the people in the world. China is bulging at the seams. Yet many countries, including Canada, are reluctant to accept immigrants from China or from other parts of Asia.

(2) Susan: Is that why we rarely see Chinese people in this country?

(3) Tom: I've seen lots of them. You're just blind, or you haven't been looking.

(4) Bob: They're so desperately poor over there. I'm sure they'd rush right over here if we'd let them in and if they could afford it.

(5) Mr. Brown: I'm not so sure they would, Bob. Emigrating involves making some very serious decisions. For example, a Chinese person planning to become a Canadian immigrant must consider the fact that he may never see his family and friends again. Family ties are hard to break.

(6) Stephen: Yes, and if you leave your own country you may never see your sisters again.

Boy, sometimes I feel like leaving the country.

(7) Julie: Something we have overlooked in this discussion is that our immigration laws are very rigid. Only last week I read a newspaper article which stated that Canada's immigration laws are being reviewed. I have the clipping right here. The very first sentence says, "Officials of the Department of Citizenship and Immigration are giving serious thought to increasing immigration quotas for certain categories of Canadian immigrants." It's about time, too. Our immigration laws are still in the horse-and-buggy days.

(8) Harry: We certainly have room for more people in this country. Our population is just over 20,000,000; China's is thirty-five times as great. And Canada is the second largest country in area in the world!

(9) Barbara: It's not! Last Tuesday on the TV show, "Dollars for Facts", a woman won $1,000 for knowing that Canada is the third largest country in the world. I'm sure she called it the third largest.

(10) Mr. Brown: There is one sure way of finding out, Barbara, and you know what it is.

(11) Barbara: But I heard it with my own ears. Canada is the third largest country in the world.

(12) Tom: Well, I don't know whether it's the second or third largest, but I do know one thing for certain: Canada is the coldest country in the world. Our winters are the longest and the most miserable in the world. And that's a fact. That's why no one wants to become a Canadian immigrant and why everyone in Canada wants to be an emigrant.

(13) Mr. Brown: Just a minute, Tom . . .

STOP and Think

1. Discussion must center on and must relate to some topic. Which of the topics below was introduced by Mr. Brown as the main area of discussion?
 (a) A comparison of the areas of the world's largest countries.
 (b) Canadian climate as a deterrent to immigration.
 (c) The severity of Canadian immigration laws.
 (d) The world problem of Chinese overpopulation.
2. A person who participates in a discussion is known as a discussant. Which discussant or discussants did not listen carefully to the discussion? Which numbered statement or statements support your answer?
3. Which of the students participating in the discussion tried to use facts to support his views? Which of the discussants relied mainly on his own opinions? Refer to numbered statements to support your answers.
4. The words *emigrant* and *immigrant* are used by some of the discussants. Are the words synonymous; that is, do they have the same meaning? Try to discover the meanings of the two words from context clues in the discussion. Use a dictionary to check your meanings.
5. In Statements 7 and 9, the discussants attempt to present facts from sources outside of the discussion. Which of the two outside sources would you consider to be the more reliable? Why?

6. In Statement 10, Mr. Brown refers to "a sure way of finding out". Which of the following activities would you consider to be the surest way of getting the information of which Mr. Brown was speaking?

 (a) Call the TV station.

 (b) Ask another class member who viewed the program.

 (c) Check with a reliable source in a library.

 (d) Check with the teacher.

7. Discussions involve both facts and opinions. However, the difference between the two is not as simple as it seems. The opinions which usually contribute most to a serious discussion are based on selected and related facts. Tom's point in Statement 12 appears to be based on facts. How accurate is his statement in the light of the facts about Canadian winters? How might you change the second sentence in Statement 12 so that the opinion expressed is more closely related to actual facts?

8. In a discussion it is important to respect other discussants' opinions. Were all discussants respectful of other students' opinions? Use the numbered statements to support your answer.

9. Often we learn a great deal about a speaker's background by listening to what he says. What events in Stephen's background may have caused him to make his comments in Statement 6?

10. Which of the discussants seemed to stray off the topic under discussion? Which of the discussants remained generally on the topic?

11. Suppose that the statements below were contributed to the discussion by other class members.

 (a) Chinese food is popular in Canada and the United States.

(b) Most of India's millions are of the Hindu faith.

(c) China has developed very powerful military weapons.

(d) Most African countries are not overpopulated.

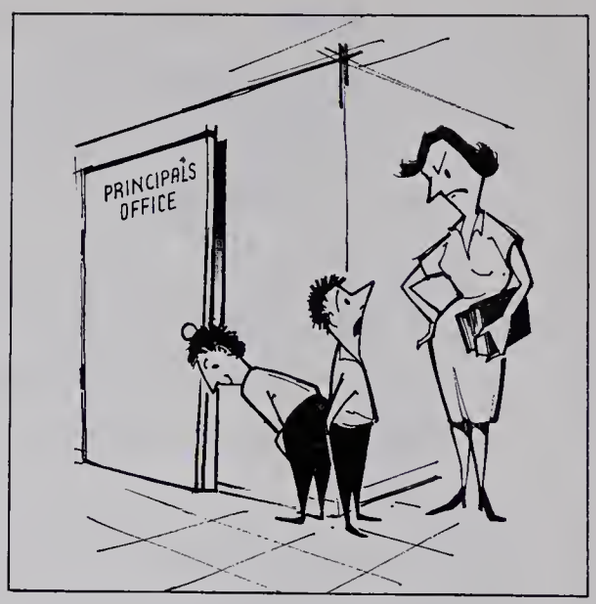
Which of the statements above would be completely off the topic discussed by Mr. Brown's class? Why? Which of the statements above might in some way contribute to the discussion of the topic? How?

12. If you were a student participating in the discussion, what questions beginning with *what, who, where, when, why,* and *how* would you ask any of the discussants to broaden your knowledge and understanding of the topic being discussed?

13. Sometimes, to add color and force to the ideas he is trying to express, a speaker or discussant uses word images. When creating a word image, he tries to find a known experience through which he can describe another one. Select two instances of word imagery used by the discussants. How do these images add to the impact or force of the statements made?

SPEAKING AND LISTENING: YOU CAN'T HAVE ONE WITHOUT THE OTHER

For a game of tennis, two players and a ball are necessary. Just as essential to the speaking-listening game are the two players, speaker and listener, and a topic that will move back and forth between them. A speaker must have a listener to complete any communication. Therefore, both speaker and listener have a responsibility to one another. The listener expects the speaker to present a message that is informative



"But we're only practising good listening skills!"

and well organized. An effective speaker realizes this responsibility; he knows that listening requires intense concentration and that a poorly organized speech makes the task of the listener very difficult. Thus, the effective speaker takes care to organize his ideas and to present them in a manner which is easy to follow and understand. Good organization is the key to good speaking; concentration is the key to efficient listening.

Listening Counts in Conversation, Too

It is common sense to listen attentively to a speech or an informal talk. It is also common sense and common courtesy to listen attentively while you are engaged in a conversation with another person. Remember that conversation is a two-way process; listening is just as important as speaking.

Beware of becoming a "one-way conversationalist". Present your ideas freely, but allow others to express their ideas, too. Above all, learn to do your share of listening during a conversation.

And Now You Speak: Skills for Success

Have you ever been called upon to speak before a group of your classmates or some other group of people? You prob-

ably have, and you probably felt just a little bit uneasy about the whole thing.

But you are not the only one who feels this way when facing an audience. Even famous people, well known for their ability as speakers, frequently feel nervous before an audience. According to speech experts, a little nervousness is a good thing. It sharpens the senses and stimulates quick thinking. The trick, however, is to control the nervousness and use it as a stimulus to make your speech effective.

Confidence and Planning: Keys to Effective Speaking

The most important thing that you can do to control your uneasiness before a group of people is to plan your talk beforehand. A well-planned and well-organized talk gives you confidence, and a confident speaker is usually an effective speaker.

Planning a good speech is no easy matter. It involves selecting and researching the topic. It also demands the arrangement of ideas and details so that the listener can easily select the main ideas and can readily see the relationship of supporting details. The effective speaker always keeps the listener in mind, especially when planning a speech.

EXERCISE I: Listen to Others

A good speaker does a number of things to ensure that his speech is effective. He prepares his talk, he presents his material in a logical order, he speaks clearly, and he reviews the main ideas and important details of his speech for the listener. But most good speakers have yet another device which they use to make their talks more interesting. They try to involve their audience in the speech, and they do this by capturing the listeners' interest early.

Listen as part of a talk is read to you. Then answer the questions which follow.

Do you believe that flying saucers exist? Is it possible that we have received and are receiving visitors from outer space, or are all the stories that we have read and heard about such possibilities really a lot of nonsense?

Stories about flying saucers, usually called unidentified flying objects or UFO's by scientists, have been in circulation for more than a hundred years. Thousands of people claim that they have seen strange, saucer-shaped discs whirling about or hovering in space.

Thousands of investigations have been made by air force officials of a dozen nations in an attempt to solve the mystery.

The investigations reveal that many of the objects reported as UFO's were really meteors or reflections of light. Some of the brightly illuminated objects were weather balloons, while others were commercial airliners or saucer-shaped cloud formations. Some of the sightings were proved to be formations of migrating birds swirling about in search of a suitable landing site.

However, not all reports of UFO's have been explained to everyone's satisfaction. And a great many reputable citizens, including veteran air force and commercial pilots, continue to report sightings of strange objects in outer space. Of all the sightings reported since 1947, more than six hundred are considered difficult to explain.

What concerns investigators most is that nearly all the stories about UFO's are similar. They appear as brightly illuminated . . .

1. Only part of the talk has been presented in the passage above. Why do many people find the subject of UFO's so intriguing? unknown

2. How did the speaker attempt to capture your attention early in his talk? question - arouse interest

3. List three important facts about UFO's which were presented in the talk. meteors, balloons, airplanes

4. Most speakers have a purpose in mind as they plan their talks. What purpose or purposes listed below were prob-

ably selected by the speaker as appropriate for his presentation?

(a) to inform

(b) to arouse to action

(c) to convince

Use specific examples from the talk to support your choice or choices.

5. A good speaker obtains his information from many sources. List at least four sources of information which may have been used in the preparation of the talk.

6. An interested and intelligent listener often poses questions about the topic being presented. Make a note of two questions you would ask the speaker to broaden your knowledge of the subject.

7. Suppose that a being from a flying saucer approached you and that he could speak your language. If you could ask this being only five questions, what would you ask? Assume that you are the first person on earth to have the chance of obtaining such information. Write your questions in complete sentences.

8. You will notice that the talk on UFO's has not been completed. Complete the talk in two or three short paragraphs. Your paragraphs should describe UFO's and their movements. You may wish to point out your own theories about the objects, too. Refer to at least two sources of information to assist you in your assignment. Present your talk in class. You may refer to notes or a summary, but do not read your talk.

9. (a) Suppose that a being from a flying saucer had written a short paragraph describing his (or its) spacecraft. What might he have stated about its shape, color, size, space, and source of energy, for example? Write a paragraph

describing a flying saucer as a being from a flying saucer might have described it.

(b) As a being from a flying saucer, write a paragraph reporting your impressions of life on earth.

Purpose Is Important

Words have been described as the most powerful weapons in the world. A careful choice and arrangement of words and ideas spoken by a dynamic speaker have on many occasions aroused people to action.

In the early years of World War II, at a time when Britain's situation seemed desperate, the late Sir Winston Churchill renewed the hope and determination of the British people. There seemed to be magic in Churchill's words as he said, ". . . We shall not flag or fail. We shall go on to the end. We . . . shall fight in the seas and oceans. . . . We shall fight on the beaches, we shall fight on the landing grounds, we shall fight in the fields and in the streets, we shall fight in the hills. We shall never surrender . . .".

Churchill's purpose was to stimulate his followers, to arouse his countrymen and their allies to action. And he succeeded in raising morale and uniting England at a time when invasion and defeat seemed certain.

Churchill was a master orator. He always considered his audience and spent many days preparing a speech. Then he spent many hours revising and refining it. After making these revisions, the great British prime minister would practise his speech until he was satisfied he could create the effect he wanted.

At times Churchill spoke to convince people, at other times he aroused people to action, and on many occasions he entertained his listeners with his well-timed humor. There was never any doubt about the purposes Churchill's speeches were intended to serve.

EXERCISE II: Consider Your Purpose

The five passages below deal with the same topic: parents. Each of the topics, however, is presented differently because the purpose of each passage is different. Each of the passages has been planned to serve one of the purposes below.

(a) to convince
(b) to arouse to action
(c) to entertain
(d) to inform
(e) to impress

Read each passage carefully. Then state the main purpose for which each of the passages is intended.

A. It's apparent you're not a parent,
For if you only knew
How problems do beset us —
But they'll beset you, too.

B. There is no doubt in counsel's mind that the parent of the complainant did exercise discretion as a judicious guardian. It is regrettable that the application of corporal punishment was misdirected, as evidenced by the slight abrasions on the person of the said complainant.

C. My pop can lick your pop. He can do it blindfolded and with one hand tied behind his back.

D. As parents, is it not your responsibility to support this project? There is no doubt in my mind that this is our last opportunity to show the rest of the city that we mean business. If this vote isn't unanimous, we'll all regret our actions.

E. Parents have problems, too. Some are everyday problems brought about through no fault of their own; others are problems which may be avoided. Then, we have problem parents, too. And problem parents are a far more serious matter than parents with problems are.

1. Passage C was probably intended to impress a young listener. For what purpose was each of the other passages written? Did any of the passages appear to serve more than one purpose? Explain.
2. As well as considering purpose, a good speaker takes his audience into account. He adapts his talk to the level of interest and knowledge in his listeners. For what type of audience was each of the talks above intended?
3. Rewrite passage B so that the message and language is appropriate for an audience of fourteen-year-old listeners. Use your dictionary whenever you need help.

EXERCISE III: Speak with a Purpose

Select one of the topics below and develop it into a short two- or three-minute talk.

The Argument for a Shorter (or Longer) School Year
Supporting the School Team
Bicycle (or Motorcycle) Safety
A Talented Movie Star
Homework
Students Should Have More Say in Their Education

Keep the following guidelines in mind as you prepare and present your talk.

Presenting a Talk

1. Decide on a purpose for your talk.
2. Consider your audience.
3. List everything you know about the subject.
4. Check your facts. If possible, do research on your topic in the library.

5. Prepare an outline of your talk, identifying main and supporting ideas.
6. Write out the first draft of your talk.
7. Practise your talk and revise it.
8. Check to make certain you have introduced your talk in a manner that immediately involves the listener. Posing a question early in your talk is often a good idea.
9. Practise your talk again. This time, say it to yourself before a mirror.
10. Prepare a brief point summary of your talk on a small card. Use the card to remind you of your main points when you speak.
11. Present your talk convincingly. Speak slowly and clearly so that your audience may get the full force of your message.

Don't Spoil the Message: Check Your Pronunciation

Have you ever listened to your voice on a tape recorder? If you have, you probably were surprised and perhaps disappointed in the pitch and expression of your voice. As you listened, you may have had doubts about the way you pronounced some of the words or noted that some words were poorly enunciated. Your word endings may have been slurred; and in certain words a syllable may have been added or omitted.

A good speaker is concerned with getting his ideas across to his audience. He realizes that poor enunciation and faulty pronunciation can not only distract his listeners from what he has to say, but it may even confuse and bore them.

You should take care to speak so that your listeners are not distracted by the way in which you speak. Before you present

a talk, always check the pronunciation of words you intend to use. Good speakers often keep a file of words which have created pronunciation problems for them. Why don't you start a file of your own?

EXERCISE IV: Practise Pronunciation

1. Pronounce each of the words below. Concentrate on the correct vowel sound, and be sure to place the accent stress on the correct syllable. Check with your dictionary when in doubt.

regular	introduce	particular	usually
education	Italian	picture	film
modern	genuine	poem	mischievous
athlete	probably	surprise	pronunciation
literature	library		

2. Of all the words in the English language, about forty differ from the rest in a special way. Each of these words can be used either as a noun or as a verb (and, in a few instances, as an adjective as well), without any change in spelling. There is a change in pronunciation, however, depending on the way in which each word is used. For each word below, write a sentence in which the word is used both as a noun and as a verb. Using the first word, for example, you might write: The prime minister will *present* a *present* to the queen. After you have completed the exercise, listen as each sentence is read, to detect the difference in pronunciation which acccompanies the different use of each word.

present	digest	exploit	attribute
object	suspect	compound	protest
import	combine	contrast	project

3. Add five other words to the list of words in Question 2. Pronounce them correctly in interesting sentences that illustrate their meanings.

4. If you have a tape recorder in your school, have a number of students tape their sentences in Questions 2 and 3 above. Listen to each student's voice to see if you are able to detect changes in pronunciation for changes in the use of each word.

Courtesy in Conversation

Every time you speak you reveal a great deal about yourself to others. Your personality, your educational background, and your social manners often become public knowledge as you speak. Your popularity and your success, too, often depend on how well you converse.

But remember that a good conversationalist is also a good listener. He displays patience and restraint, even when he feels certain that his point of view or information is correct. The courteous conversationalist is careful not to monopolize any discussion. Instead, he tries to involve as many people in the discussion as possible by asking questions and inviting comments. Reveal yourself as a polite and effective conversationalist at all times. The secret is to listen intently and to speak clearly and to the point, but to use only your portion of the time.

EXERCISE V: Practise Good Conversation Habits

1. Organize a group of four or five students who are interested in one of the topics below. Discuss the topic of your choice in informal and unrehearsed conversation for ten or fifteen minutes. Use a tape recorder to record the conversation.

 Today's Hair Styles
 How the School Curriculum Might Be Improved
 The Most Exciting Sport in Canada
 The Biggest Problem Facing Us
 Diets

The Best Automobile in the Country
What's Wrong with Our Movies
School Uniforms

2. Play at least part of the tape of each conversation in class.

3. Discuss and judge each group's conversation by considering the questions that follow.

 (a) Was everyone in the group interested in the topic?

 (b) Did any group member monopolize the discussion?

 (c) Did everyone in the group express an idea or opinion?

 (d) Were all the group members courteous? Did interruptions occur?

 (e) Did any member of the group wander off the topic or bring unrelated ideas into the conversation, thus revealing that he was not listening intently?

 (f) Did the conversationalists ask questions of other members in the group?

4. List several facts that you learned from listening to the conversationalists.

5. As you listen to each tape, write two questions you could have asked to broaden your knowledge of the topic discussed had you been a member of the group.

CONVERSATION WITH A PURPOSE: AN INTRODUCTION TO INTRODUCTIONS

"Meet Bobby."
"Tom Smith, Harry Brown."
"I want you to meet Miss Jones."
"May I present Robert Brown?"
"May I introduce the Reverend Mr. Bronson?"

All the statements, above, are acceptable ways of introducing people to each other. Depending upon the situation, introductions may be short and informal, or long and more involved. The purpose of introductions, however, is always the same: the identification of one person to another person or other people.

The important thing to remember about introductions is that they should be worded in a manner that permits the people being introduced to feel more familiar with one another. Particular care should be taken to pronounce correctly the names of those being introduced.

Most of the introductions you will have to make will probably be quite informal. Many of your introductions will be self-introductions to your classmates. Therefore, the less formal the introduction, the better. Simply saying, "Hello, I'm Ted Smith. How are you?" is often all that is required in a very simple self-introduction.

At other times it is best to follow a few rules in presenting one person to another.

Some Rules Do Count

Learning a few rules for introducing strangers is a social responsibility you should accept. And, if you are the one being introduced, responding to introductions is another social responsibility that you should fulfil. Follow the simple rules below and avoid embarrassment.

1. Speak clearly, and pronounce correctly, the names of the people being introduced.

2. Always introduce a man to a woman, or a boy to a girl.
 Speak the girl's or woman's name first.
 Barbara, this is my friend, John Bowers.
 John, this is Barbara Smith.

3. Introduce a young person to an older person.
 Speak the older person's name first.

Mr. Smith, this is my friend, Bobby Riches.
Bobby, this is my neighbor, Mr. Smith.

4. Respond warmly and correctly to an introduction. A simple *How do you do?* or *I'm happy to meet you* or *Hello* is often all that is necessary to confirm an introduction.

5. Men often shake hands when introduced. Women generally do not. But if one person extends a hand, it is proper and gracious for the other to shake it.

6. Men always stand up when being introduced to someone. A young girl rises when she is being introduced to adults.

7. Introduce yourself when necessary. Be friendly and speak your name clearly.

 My name is Tom Collins. I live next door. Welcome to our neighborhood.

8. Try to add a friendly or appropriate remark after an introduction has been completed.

 Father, this is Barry Brown. Barry is the top scorer in the school basketball team. His father is an engineer.

9. Remember that, as a person being introduced, you have a very important obligation. *Try to remember the other person's name.* Repeat it, silently, several times so that you may associate it with the right person.

EXERCISE VI: Practice Makes Perfect

Act out

In your notebook, write out what you would say if you were introducing the following people. Then write what the person being introduced would probably say to confirm the introduction.

(a) Introduce your cousin, Elmer, who has just transferred to your school, to your principal.

(b) Introduce Robert Bromley, another boy in your school, to Mary Bowers, a classmate.

(c) Introduce Henry Ulmer to Steven Proctor. They are captains of opposing teams in your interschool volleyball league.

new garbage-men
a date to your father

LISTENING FOR A PURPOSE

What is your purpose for listening? Is it to obtain the general message or a few main ideas the speaker is trying to convey to you? Is it to evaluate the ideas of the speaker or is it simply to get to know him? Do you listen to try to distinguish opinion from fact? Whatever the purpose, language experts estimate that nearly fifty per cent of your time in school will be spent in listening.

In recent years, your school listening activities have probably been concentrated on obtaining main ideas from a presentation. You have also distinguished between main ideas and supporting details; you have practised listening-notemaking skills. And you probably are a better student as a result. It makes sense to try to improve your listening skills. The rewards may be better marks in your school work and a greater appreciation for what is said within and beyond the school.

Be a Critical Listener

Often, as you listen to a speech, to a radio broadcast, or to a telecast, you are bombarded by a barrage of words. In many instances, what is said may be intended to influence your thinking and your action.

In terms of a speaker's purpose, there can be no objection to an attempt to influence your thoughts and actions. In terms of your responsibility as a listener, however, it is important that you examine the validity and logic of what is said. An intelligent and responsible listener analyses the

speaker's message and his purpose. The listener then makes up his own mind.

You should not be too hasty to seek a wrong motive behind everything you hear, and you should not suspect every speaker of attempting to undermine your thinking. Do realize, however, that in receiving the continual barrage of words, to which people are exposed, it is very important to know how to distinguish fact from opinion, how to discover the speaker's purpose for his presentation, and how to draw conclusions from what the speaker had to say.

Facts or Opinions: That Is the Question

Rabbits are harmless creatures.
Rabbits are lovable creatures.
Rabbits are creatures.
Rabbits eat green grass.
Rabbits are pets.

Only one of the very simple statements above is a fact. The other statements are matters of opinion or matters of qualified fact. That is, they are facts only in certain situations and in certain circumstances.

A critical listener considers such statements as *Rabbits are harmless creatures* as qualified fact. He realizes that these furry little creatures may be quite harmful in some sections of Australia and in the market-garden areas of Canada.

The critical listener is careful to detect opinion in such statements as *Rabbits are lovable creatures*. Not all rabbits fit this description. If the speaker had attempted to capture a wild Jack Rabbit, and in the attempt had been scratched or kicked by the creature, his experience would have prompted him to use an adjective other than *lovable*.

EXERCISE VII: Distinguishing Fact from Opinion

Read the statements below and identify each statement as a fact or an opinion. State your reason or reasons for your choices.

1. Four times four equals sixteen.
2. Girls are smarter than boys.
3. The sun provides us with light and heat.
4. Thirty-two degrees Fahrenheit is equal to zero degrees Centigrade.
5. Television is a better form of entertainment than movies.
6. The book, *Moby Dick*, is difficult to understand.
7. Lacrosse is a silly game.
8. Sir John A. Macdonald was Canada's most colorful prime minister.

EXERCISE VIII: Listening for Fact and Opinion

Each of the passages below contains at least one statement that is opinion. Listen as each passage is read to you. Try to detect the statement that is entirely opinion, and write it in your notebook. Wait until the entire passage is read to you before you attempt to recall the opinion statement. Do not be concerned about the exact wording of the statement in your notebook.

Snakes

A. A snake is a reptile, a class of creature that has scales, vertebrae, and lungs. Reptiles cannot produce their own body heat. Because they must absorb heat from the sun, water, or earth, they are often called cold-blooded animals. When it is thirty-two degrees outside, a snake's body temperature is almost the same.

Many snakes are poisonous. The largest of the poisonous snakes in North America is the Diamond Back Rattlesnake. A Diamond Rattler is a beautiful creature. An adult of this species may be six to eight feet long and his fangs may measure up to an inch in length. These fangs may produce as much as a teaspoonful of poison

at one time. One dose of this fatal substance may kill a 200-pound man in an hour.

National Geographic Society, *Geographic School Bulletin* (adapted)

Vote for Willie

B. Tomorrow you will be electing your students' union president. Because four candidates are vying for the office you may have a difficult decision to make. One of the candidates is definitely the most suitable for this office. And that man is Willie Angott, the representative from Room 7.

Willie is a good student; his academic average is 88 per cent. He is captain of your basketball team. He is also leading scorer on the team. Vote for the name that appears first on your ballot. Vote Angott for president.

2. Refer to passages A and B above so that you may copy the exact wording of the opinion statement. Now, reword the opinion statement so that it is a statement of fact.

EXERCISE IX: Write Opinion and Fact

Select three of the topics below. For each topic write four sentences; two of these sentences are to be statements of fact and two are to be opinions.

Movie Stars
Scooters
Hair Styles
Television Programs
Allowances

EXERCISE X: Listening to Commercials

Listen to a recurring commercial on radio or television. Copy down the exact wording of the commercial or record it on tape. Then examine and discuss it in class. Check for evidence of fact and of opinion in the commercial.

DON'T JUMP TO CONCLUSIONS: LISTEN INTENTLY

Read the conversation below.

Mother: No, you may not stay out until eleven.
Jane: But Mary can stay out until eleven every evening.
Mother: How old is Mary?
Jane: She's the same age as I am. I'm fifteen. Therefore I should be allowed to stay out as late as Mary.

Is Jane's conclusion a logical one? Are all the similarities between the two girls brought out in the discussion? Is one point of similarity sufficient to reach a conclusion?

Jane is making a comparison in her reasoning. But the comparison is incomplete because she has mentioned only one point of similarity. More points of comparison should be considered. Is Jane as reliable as Mary? Is she as mature as Mary? Questions such as these must be considered before a valid conclusion may be reached.

When you listen, don't rush to a conclusion hastily. Make certain you have examined as many facts as possible so that your conclusion is a sound one. If you find insufficient evidence to reach a conclusion, postpone your decision until you have had an opportunity to discuss the matter with others.

EXERCISE XI: Judging Conclusions

Listen as each of the passages below is read to you. Then discuss the conclusions reached in each passage by answering the questions below.

(a) Were the statements in the passage based on facts or were opinions introduced in each passage?

(b) Is enough factual evidence provided to reach the conclusion made in each statement?

(c) Was the conclusion reached in each passage a logical one?

A. Like father like son. What can you expect? No wonder he's a bum.

B. Most of the world's boxing champions are Negroes. Many Olympic medals have been won by Negro athletes. Negroes are the best athletes in the world.

C. Yesterday I saw a policeman speaking to a young teenager in a parked car. The policeman was writing out a traffic ticket. This morning I saw another teenage driver roaring about at speeds up to fifty miles per hour. Teenagers are the worst drivers in the world.

D. Only four of the world's rivers are over 3,000 miles in length. The Amazon River is 3,900 miles long. The Amazon is one of the world's longest rivers.

ONE LAST NOTE ON LISTENING AND NOTETAKING

Do you want to do better in school? Then don't neglect your notetaking skills. And remember that notetaking and listening skills go together like Christmas and Santa Claus.

Remember, too, that you can think much faster than a speaker can talk. Therefore, you can use the extra time you have, as you listen, to review what the speaker has said. You also have time to anticipate what he may say later, and you have time to jot down key words and ideas as you are listening. Later, of course, you should find time to revise and reorganize your notes for your notebook.

Write the numbers 1 to 6 in a column in your notebook. Then examine the checklist below to see if you are following

the techniques used by successful notetakers. Compute your score in your notebook. If you score below 75, your notetaking skills require reviewing.

Are You a Good Notetaker?

	Maximum Score			*Your Score*
	ALWAYS	MOST OF THE TIME	SELDOM	
1. Do you listen attentively so that you are always tuned in to the speaker?	50	25	0	
2. Do you listen for key words and phrases so that you may locate main ideas more easily?	10	5	0	
3. Do you use a set of abbreviations to help you jot down ideas quickly?	10	5	0	
4. Do you leave spaces between the key words and ideas you have jotted down so that you may include related ideas later?	10	5	0	
5. Do you discuss your notes with a classmate to help clear up a point or clear up an idea?	10	5	0	
6. Do you rewrite and reorganize your notes as soon as possible?	10	5	0	
Total	100			____

CHAPTER III

Reading for Tomorrow

THINKING ABOUT LANGUAGE

Words

Boys flying kites haul in their white-winged birds,
You can't do that when you are flying words.

Careful with fire is good advice you know,
Careful with words is ten times double so.

Thoughts unexpressed may sometimes fall back dead,
But even God cannot recall them, after they are said.

Author Unknown

STOP and Think

1. This poem is divided into three stanzas, each of which is called a couplet. What is the main idea expressed in this poem?

2. What do you consider to be the purpose of this poem?
 (a) to inform
 (b) to persuade
 (c) to stimulate
 (d) to entertain

 Explain your reasons for choosing one or more of the purposes above.

3. In what way is flying a kite like flying words? In what way is it different?
4. The author of the poem suggests that words should be used with care. Do you think that the impact of words is made greater by the manner in which they are spoken? Explain, with examples.
5. Are written words as powerful or forceful as spoken words? Why, or why not? Use examples to support your answer.
6. The third couplet of the poem seems to suggest that a speaker has a great responsibility to the listener. In receiving a message, does the listener have a responsibility to the speaker? What is this responsibility? Who would you say has the greater responsibility, the speaker or the listener?

EFFECTIVE READING FOR EFFECTIVE WRITING

In what way is unravelling a rope like examining reading, writing, listening, and speaking? If you have ever unravelled a rope you have probably discovered that it was made up of strands of finer cord. Each of these strands contributes to the strength of the rope; if one of the strands should break, the rope would be greatly weakened.

Wide reading contributes greatly to effective writing. It provides the facts, the ideas, and the impressions — the experience — so necessary for good written work. But reading widely is only part of the formula.

Skilful reading is of basic importance. Being able to discover the writer's purpose, to distinguish between fact and opinion, and to perceive meaning at several levels are skills which enable one to read with greater insight and understanding.

Strive to become a more effective reader by digging deeper into what you read. Your rewards will be more enjoyment in reading and more satisfaction in writing.

RECIPE FOR EFFECTIVE WRITING: READ WIDELY

Have you ever baked a cake or mixed up batter for pancakes? If you have, you know that the recipe must be followed step by step to ensure your culinary success.

Learning to write effectively isn't quite as simple as following the step-by-step procedure of a cooking recipe, but there is a similarity in the processes. Before you can follow a recipe, you must have the baking ingredients. Before you can write, you must have certain basic facts, ideas, and experiences which will serve as a background for your writing.

While much of this background comes from your real experiences, a great deal of it can be drawn from reading. Reading for enjoyment, for facts, and for general information makes you a more informed individual. An informed person is usually a better thinker because he is able to compare his



"Next time, perhaps, you will read the directions first."

own observations and experiences with those of many others. A good thinker with a background of reading experiences is likely to become a more effective speaker and a more interesting person.

Wide reading enlarges your world of experience and expands what you might have to say about many topics.

Practise Skimming: A Twentieth-Century Reading Skill

A university student learning to read? Impossible, you say. Don't students entering university know how to read?

The answers to the questions posed may be summarized very simply: too much to read and too little time in which to read it. University students, and indeed high school students, too, are often faced with the task of searching for information in many books. Very often they must cover a great deal of material in a limited time. As a result, they must learn new reading skills that will enable them to examine reading materials quickly and accurately. In short, they must learn how to skim effectively.

Get a head start on this important reading skill now, so that you may read with greater speed and accuracy.

LOCATE KEY WORDS FOR SPEED AND ACCURACY

The key words and phrases below refer to a legendary sea serpent in Scotland's widely publicized Loch Ness. Read the key words quickly. Then do the exercises which follow, to see how well you understood the selection.

Beast of Loch Ness

In summer . . . 1933 . . . astonished people . . . glimpsed . . . sea monster . . . cool waters of Loch Ness . . . fresh-

water lake. Huge creature . . . dark . . . humped . . . speeds up to 20 knots.

Everyone . . . excited . . . tremendous beast . . . penned . . . small space . . . close look . . . newspapers . . . monster.

New York Zoological Society . . . $5,000 for creature. . . . British circus . . . more money. Scottish fisherman . . . loan . . . catch . . . beast.

Newspaperman discovered spoor . . . track . . . beast . . . a hoax . . . dried hippopotamus footprint. People . . . stirred up . . . police warned . . . against . . . shoot . . . monster. Thousands tourists . . . hoped sight.

. . . beast . . . sea animal. Loch Ness . . . 22 miles . . . 2 miles across . . . empties . . . sea . . . River Ness.

Improbable . . . marine animal . . . killer whale . . . caught . . . Forth River.

Loch Ness . . . deep . . . 500 feet.

Many stories . . . unbelievable . . . to lure tourists.

1933 . . . R. T. Gould . . . naval officer . . . talked . . . 58 people. Versions . . . different . . . from whale . . . swan . . . tadpole . . . telegraph pole . . . steamboat.

EXERCISE I: Key Words as Clues to Understanding

1. Using only what you have read above, answer the following questions.

 (a) Is Loch Ness a fresh-water or salt-water lake?

 (b) How large is the lake?

 (c) When was the sea serpent first sighted?

 (d) Describe the Loch Ness beast.

 (e) Was the beast captured?

 (f) How could the supposed creature have arrived in Loch Ness?

2. Now examine the following original excerpt on the Loch Ness beast. Check your answers to see if key words have assisted you in getting the ideas of the passage quickly.

Beast of Loch Ness

In late summer of 1933, a group of astonished people claimed to have glimpsed a sea monster. They saw it in the cool waters of Loch Ness, a fresh-water lake in the Scottish Highlands. The huge creature was dark and humped. It sliced through the calm waters of the lake at speeds up to twenty knots.

Everyone became excited about this tremendous beast that splashed about in a lake. It was penned up in such a small space that almost everyone could get a close look with a bit of luck. As far away as Japan, newspapers told about the Loch Ness monster.

The New York Zoological Society bid $5,000 for the creature. A British circus offered even more money. Scottish fishermen asked for a loan so that they might catch the beast. One man offered to swim across the lake "as a challenge to the monster".

A newspaperman discovered the spoor, or hardened track, of the beast. Someone had put it there as a hoax. It turned out to be a dried hippopotamus footprint. People became so stirred up that police warned the public against trying to shoot the monster. Thousands of tourists trooped to Loch Ness. Each one hoped to catch sight of the famed beast.

Although Loch Ness is a fresh-water lake, the beast has most often been described as a sea or marine animal. How could a salt-water creature make its way into the lake? Loch Ness, twenty-two miles long and nearly two miles across at one point, empties into the sea by way of the River Ness. The river is seven miles long and fifty yards wide.

It seems improbable that a marine animal could get into Loch Ness. But a killer whale was caught in the Forth River of Scotland, thirty miles from the sea. So perhaps a marine beast could cruise up the River Ness.

Loch Ness is deep enough to contain the largest of marine beasts. The average depth at the center is five hundred feet.

Parts of the sea monster story, however, have tended to cast a shadow of doubt on the incident. Many of the witnesses told stories that seem wildly unbelievable. Perhaps they made up their stories to lure tourists to the shores of Loch Ness.

In 1933, R. T. Gould, a retired British naval officer, went to Loch Ness. He talked to fifty-eight people who claimed to have seen the creature. Their versions of the experience were all different. To different people, the beast looked like

anything from a whale to a swan, or even a tadpole. One person said that it looked like a telegraph pole. Someone else said that it looked like a steamboat.

William Knowlton, *Sea Monsters*

EXERCISE II: Practise Skimming for Key Words

The Loch Ness monster is referred to in another selection, below. Skim through it quickly, taking no more than one minute to locate key words and phrases as clues to understanding. Then, to see how effectively you skimmed, answer the questions that follow the selection.

Girl Swimmer Defies Loch Ness Monster

An eighteen-year-old English girl made world headlines recently when she became the first person ever to swim from end to end of Loch Ness in Scotland.

Many expert long-distance swimmers have tried to accomplish the twenty-three-mile journey, but it was left to young Brenda Sherratt, from Bollington, Cheshire, to do the job.

It took her just over thirty hours to complete the distance, and for nearly ten of those hours she was swimming in complete darkness.

STRENGTH, STAMINA, AND COURAGE

Everyone applauded Brenda for her strength and stamina — but they also applauded her for her courage in tackling this most mysterious of Scottish lakes.

Loch Ness, of course, is the legendary home of probably the world's most famous monster.

In fact, less than three weeks before Brenda made her journey, the monster — or "Nessie", as it's known to local residents — made yet another appearance.

Four people reported seeing three huge black humps on the loch surface, and said they watched them travelling at high speed for three minutes before the creature dived.

There are records of similar appearances as far back as 1871, and every summer numerous sightings are reported.

FACT OR FICTION?

Is the monster fact or fiction?

The experts have been arguing that question for years, but in recent times more and more people have become convinced that perhaps a whole colony of giant creatures lives in the 750-foot depths of the loch.

Four years ago, in fact, a group of well-known and respected people formed an organization called the Bureau for the Investigation of the Loch Ness Phenomena.

Each summer the Bureau enlists the aid of volunteers who keep a continuous watch on the loch in daylight hours. And this year, they've set up high-powered cameras on the banks to try for a picture that will prove Nessie's existence beyond all doubt.

Other people have taken photographs of something on the loch's surface, but the pictures have never been quite good enough to convince the sceptics — although a movie film taken five years ago convinced a lot of people that there's *something* there.

The film was examined in minute detail by Royal Air Force photographic experts who reported that it showed an object ninety-two feet long, travelling at ten miles per hour.

STILL UNSOLVED

The Bureau also keeps records of all sightings, and says that over the past thirty years, descriptions of the monster have been very consistent.

They've built up this picture: A length of around sixty feet, one-sixth of which is head and neck; four fins or flippers; and a rounded stubby tail.

There are all sorts of theories about the monster. Some people believe it's a giant eel, others that it's a plesiosaur, a huge aquatic creature that lived more than 60,000,000 years ago.

Experts have used radar and echo-sounders to hunt for Nessie; underwater swimmers have dived deep looking for him; others have set up Bren guns on the bank, hoping to shoot him; one man even trained his pet dogs to sniff him out; and a circus proprietor has offered $20,000 for his capture.

But the mystery monster of Loch Ness remains as elusive as ever.

British Information Services

1. When was the Loch Ness monster first sighted?
2. Who first swam Loch Ness from end to end?
3. How long is Loch Ness?
4. What did the R.A.F. discover about the legendary creature in Loch Ness?
5. List as many details of the description of the Loch Ness creature as you can.
6. Is the Loch Ness monster fact or fiction?

EXERCISE III: Skimming and Writing

1. Use the key words and key phrases below to construct a single paragraph dealing with the mystery of sea serpents. In writing the paragraph, limit what you say to the ideas suggested by the words and phrases.

Sea Serpents

Reported sightings . . . A.D. 1200. Most celebrated serpent . . . Loch Ness. Scientists . . . claim . . . large fish . . . eels. Fish with fur. Several fur fishes . . . North Atlantic shores. Experts . . . identified fur sharks . . . length thirty feet . . . 1200 pounds . . . hair-like gills. Sometimes snake eels . . . 13 feet long. Sometimes giant squids. No proof. Investigations continue.

2. In writing this paragraph, what have you learned about key words and key phrases?

EXERCISE IV: Skimming for Assignments

Examine the topics below.

The Nobel Prize
Columbus' Voyages to the New World
The Canadian Iroquois
The Planet Mars
Ants

Now, consider the questions below.

1. In what year were the Nobel Peace Prizes instituted?
2. Name two women who have won Nobel Awards.
3. How much money do Nobel award winners receive?
4. On what date did Columbus reach America?
5. How many voyages did Columbus make to America?
6. What island was known as Hispaniola?
7. Where did most of Canada's Iroquois live?
8. To what large tribal organization did the Iroquois belong?
9. Compared with other planets, how large is Mars?
10. Give two reasons why there might be life on Mars.
11. What are ant cows?
12. Why are ants sometimes known as social insects?

You may know the answers to some of these questions, but for the rest of the questions you will need to look for answers in reference books.

Practise your library and skimming skills to see how quickly you can locate answers to all of the questions. As rapidly as possible, try to select an appropriate book and to locate the required information. Remember that it is not necessary to read or even skim through the entire passage or article you are examining. Stop when you have located the specific information for which you are searching. Write your answers in your language notebook.

EXERCISE V: Skimming and Notemaking

Choose one of the topics in Exercise IV. Skim through at least two reference books for information with which you can write a short report on your topic. When you find some pertinent information, jot down key words and phrases that

will help you in drafting the final version of your report. Do not copy complete sentences from your references.

SQ3R FOR EFFECTIVE READING

No, SQ3R is not a formula for a secret potion which will make you a better student. Read the explanation below to find out what it is.

S = SURVEY	Always SURVEY the material to be read or studied by glancing over such helpful items as chapter headings, chapter outlines, pictures, captions, maps, charts, graphs, and summaries. Always read the first and last paragraphs of every selection in your survey step. Then skim through the entire selection, passage, or chapter, and concentrate on key words and phrases.
Q = QUESTION	As you survey or skim through your material, begin to formulate QUESTIONS to help you in your search for understanding. Questions such as "What does the title mean?" and "What information am I likely to find in this section?" should help you to locate and understand important items in your reading.
R_1 = READ	READ to answer your questions. Adjust your reading rate according to your purpose and the difficulty of the materials.
R_2 = REVIEW	REVIEW what you have read. Get things in the correct order. This is the stage of SQ3R at which you become master of what you have read.
R_3 = RECALL	RECALL and recite (say or think through) important points of information. This activity will help you to organize your materials and to remember what you have read.

Francis P. Robinson, *Effective Study* (adapted)

Good students who wish to prepare for a discussion, to gather information for writing assignments, or to prepare for an examination have used the SQ3R method for some time.

If you are a student who has not used the SQ3R method for better writing, better reading, and better speaking, start practising it now.

EXERCISE VI: Practise the SQ3R Method

Use the SQ3R method to read the material below. Then answer the questions which follow.

Ungathered Harvests in the Ocean

man's vast potential food reserve

In the thick of a world-wide struggle against hunger and *malnutrition*, man turns to the sea for food and finds how poorly he has named his planet — Earth. The connotation of the word Earth — a green world of plenty — is no longer correct. Millions of the Earth's people are hungry and sick, and sick and well alike are becoming desperately overcrowded.

In 1930, there were 40 people per square mile of total land area; now there are 63; by the year 2000 there will be 142. We have begun to realize, as never before, that only 30 per cent of the so-called Earth is land area. The rest is ocean, the only such ocean in our entire solar system.

Meanwhile, we must feed a population that grows at the rate of more than 60 million a year. But only one-tenth of the earth is under cultivation, and about two-thirds of that is grassland of varying quality. These are the main supports for our hungry millions. And while the land supplies grain, vegetables, and fruits, it does not yield directly the animal protein that builds muscle and provides *stamina* for continued work. The conversion from vegetable to animal protein comes through livestock, and this conversion costs us one-quarter of all crops and one-half of all the world's grain crops, which go to feed animals.

Once again we turn to the sea. Here is a food-producing machine, automatic, sun-powered, so far unmanaged, a warehouse of high-quality food, withholding its wealth until we can find the right combination of keys. It is estimated



USIS

Trawling, in which the net is dragged along the ocean bed, is still the world's most common form of deep-sea fishing.

that, acre for acre, the sea can produce as much as arable land, and the sea has twice the surface area of Earth's total land and seven times the area of land now under cultivation. Can the sea be unlocked to provide at least a partial solution to our hunger? Yes, definitely. Will the seas and inland waters someday outrival Earth's agricultural production and allow us greater breathing space on the land? Possibly, but it is too soon to tell.

The present situation in world fisheries has both *optimistic* and *pessimistic* notes. On the bright side, the world's fishermen now catch more fish than ever before. Each year since 1945 has provided a record catch. The 1964 catch — 52 million metric tons — is double the 1953 catch. For comparison with land-grown animal protein, the figures show that world fisheries production by 1962 was exceeding beef and veal production by 18 million tons and pork production by 25 million tons.

The discouraging part of these figures is that the fish is not being taken by those who need it most. First, between one-quarter and one-third of the 1964 catch was taken by only two countries — Peru and Japan. Secondly, only ten countries accounted for the top 62 per cent of the total catch. Finally, 95 per cent was taken by the leading 43 fishing nations.

There are about 220 independent or dependent countries or territories, but, even discounting those few which have

neither marine nor inland fisheries, these figures mean that perhaps 160 countries share only five per cent of the world fish catch.

This *imbalance* also shows clearly in a geographical distribution. Nearly 70 per cent of the 1964 marine catch was taken from four big areas in the northern hemisphere, the traditional fishing grounds of the northeast and northwest Atlantic and the west-central and north Pacific. These are the areas fished most by the countries which use the most modern fishing *gear* and methods. Protein-deficient areas such as the Caribbean, parts of Latin America, Asia, and Africa produced low tonnages and some proportion of even this catch was taken by far-ranging *trawlers* from the more developed fishing countries.

The reason for the *discrepancies* in the distribution of the fish catch is simply development: industrialization. Since 1945, the technological revolution that occurred in agriculture in the advanced countries long ago, has overtaken the fishing business. Advanced nations have electronic sounding devices to locate fish schools. Shipyards are producing better boats; new engines have reduced sea distances. The textile industry has introduced new *synthetic* fibres which make strong, rot-resisting nets. New refrigeration techniques have made it possible to process fish at sea. Countries with established rail and road networks are able to distribute

Hauling hard on their huge oars, fishermen set out for tuna fishing grounds off the Sicilian coast.

H. W. Silvester, Lioux-Vauchise, Le Parrotier, France



fishery products far inland, through extensive "cold chains" using refrigerated trucks and railway cars.

Meanwhile, without the skills, *capital*, and industrial basis to seize these *innovations* and turn them into opportunity, the developing nations remain far behind in fisheries development. This is why an Icelandic fisherman accounts for an average annual catch of more than 100 tons, while an average fisherman in most tropical areas will take only about one ton of fish a year. Behind each Icelandic fisherman there are many thousands of dollars invested in boats, gear, and training. In the developing countries we are trying to remedy this technological gap, with varying degrees of success, by sending technical assistance experts in specific kinds of fishing and by setting up entire fisheries institutes.

Nevertheless, the technological revolution advances, always outstripping the nations least prepared for it and in most need of its benefits. Great fleets of trawlers from Japan, the U.S.S.R., and a few other countries now roam almost every sea, catching, freezing, and transferring fish to shore bases or transport ships.

"PUSH-BUTTON" FISHING WITH ECHO-SOUNDER AND TELEVISION

Some boats are able to operate almost in "push-button" style, finding a *shoal* of fish by *Sonar*, letting down a trawl and directing this net with the aid of television cameras mounted on the trawl mouth. The latest news in fishing-boat design is that months of drawing and model-testing can now be avoided by programming an electronic computer to give "ideal" specifications for a boat of a certain type or size or for use in certain sea conditions. In contrast, the developing countries, where the majority of the world's boatyards are, build most of their boats from memory, by rule-of-thumb methods, without even rough drawings.

If the waters of the world are now producing more than 50 million tons or food a year, how much more can they produce? The answer — "we don't know" — illustrates man's great ignorance of the sea. The sea's potential production may be very large, but it is not unlimited. It is limited by photo-synthesis, the process by which tiny sea plants called plankton are able to grow by absorbing sunlight. Some attempts at measuring this growth rate have been

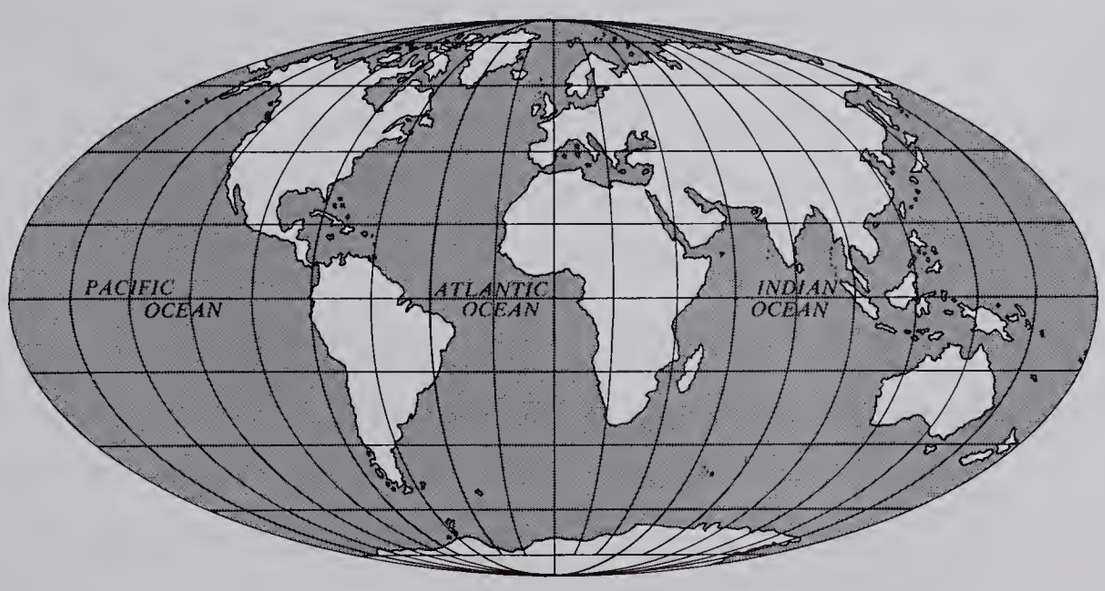
made. By estimating the amount of plankton and its growth rate, a guess can be made at the sea's "primary production".

In 1961, two scientists estimated this primary production at 500 thousand million metric tons per year for all seas. In the sea's food chain we might assume that small, plant-eating animals feed off the plankton, are in turn eaten by a class of small fish, which are in turn devoured by larger fish. At each stage there is a certain loss in material. Counting these losses, the estimated possible result from the original 500 thousand million tons of plant food would be one thousand million tons of fish.

Any estimate of primary production is bound to be weak, however, because the life processes of the *phytoplankton* at one place vary from hour to hour and season to season. The plant also grows at different rates in different areas. It is possible to calculate from some estimates that the world's catch of codfish requires sea-plant production equivalent to 22 world wheat crops; this means, on the same basis, that the present world catch of fish brings man the equivalent of almost 100 times more primary plant protein than is involved in the entire agriculture of the earth.

Until better information is available, the U.N. Food and Agriculture Organization continues on its estimate that the world fish catch could be doubled without endangering basic fish stocks.

Mack Laing, *Unesco Courier* (adapted)



Two-thirds of the surface of our planet is covered by seas and oceans, which combine to form a single vast world ocean. All salt-water bodies, whatever their names, ultimately mingle around Antarctica.

1. Did you read the first and last paragraphs before you surveyed the article or skimmed through it? In what way did reading these paragraphs help you?
2. Did you examine the illustrations, the map, and the title in your survey step?
3. How did this examination help you? Did you pause on certain key words and phrases to develop an insight into the meaning of the passage?
4. What questions did you ask yourself as you skimmed through the material?
5. Did you shift gears according to the roughness of the reading road? That is, did you read some sections of the article quickly and reread other sections that were more difficult? Identify several sections that you found difficult.

EXERCISE VII: Reading for Facts at the Literal Level

The questions which follow refer to the selection "Ungathered Harvests in the Ocean". Write answers to these questions in your notebook. Do not look back at the selection until you have attempted every question. Then check your own work by skimming through the selection for the correct answers.

Write True or False for Each Statement Below

1. By the year A.D. 2000 there will be over 140 people per square mile of the earth.
2. There is twice as much sea surface as land surface on the earth.
3. All the salt-water bodies of the earth mingle in the Arctic Ocean.

4. An acre of sea cannot produce as much food as an acre of arable land.
5. Japan and Persia are two of the world's greatest fishing nations.
6. The North Atlantic and North Pacific Oceans are the world's best fishing grounds.
7. An Icelandic fisherman accounts for an average annual catch of more than 100 tons of fish.
8. Crews in modern fishing boats use computers to increase catches of fish.
9. Fisheries experts estimate that the waters of the earth may produce 50 million tons of fish by the end of the century.
10. The Food and Agricultural Organization of the U.N. estimates that the world's fish catch could easily be doubled at the present time.

EXERCISE VIII: Comparing Purposes in Reading and Writing — Read Critically

You listen for a purpose, you read for a purpose, and you write for a purpose. Keeping the purpose of the communication in mind helps you to understand the message more effectively.

1. Which of the purposes below did Mack Laing have in mind as he wrote his article on the potential food supplies in the sea?

 (a) to arouse to action

 (b) to entertain

 (c) to inform

 (d) to convince

2. Did Laing use language that was entirely factual, or did he express opinion in his article? Illustrate your answer with examples.

3. An author often reveals some of his background in his writing. Do you think Laing wrote with a background of studies in oceanography? How do you know?

4. What purpose did you have in mind as you read Laing's article?

EXERCISE IX: Using Context Clues and the Dictionary to Get More from Your Reading

1. Examine the italicized words in the selection on pages 67-71. See if you can discover the meaning of these words by using context clues wherever possible. Then, look at the list of the same words, below. Select the most appropriate meaning from the three choices listed for each word. Use your dictionary if context clues do not help you to discover the meaning. Write in your notebook the meaning that you chose for each word.

malnutrition	a. too much food	b. wrong type of food	c. inadequate food
connotation	a. basic meaning	b. implied meaning	c. incorrect meaning
stamina	a. desire	b. lack of energy	c. endurance
optimistic	a. hopeful	b. disgruntled	c. dangerous
pessimistic	a. confident	b. annoying	c. expecting the worst
imbalanced	a. not balanced	b. well balanced	c. strangely balanced
gear	a. wheels	b. equipment	c. motion
trawler	a. fishing boat	b. sailor	c. fishing net
discrepancies	a. similarities	b. differences	c. attitudes
synthetic	a. nylon	b. waterproof	c. artificial
capital	a. encouragement	b. finances	c. power

innovation	a. new technique	b. disturbance	c. established method
shoal	a. shallow place	b. shortage	c. crowd
Sonar	a. sun ray	b. echo-sounder	c. radio
phytoplankton	a. type of sea plant	b. species of fish	c. depth gauge

2. The first and sixth words in the list above consist of root words and prefixes.

 (a) What does the prefix *mal* mean? Write three other words that contain this prefix.

 (b) What does the prefix *im* mean? Write three other words that contain this prefix.

3. Refer to a dictionary or thesaurus to discover two synonyms for each of the words below. Then use each word in a sentence that illustrates the meaning of the word.

 capital stamina gear shoal

4. Discover antonyms for each of the words below. Use each of the words in a sentence that illustrates the meaning of the word.

 pessimistic synthetic

EXERCISE X: Write for a Purpose

Imagine that you are a scientist living one hundred years from now. The world is heavily overpopulated and world supplies of food are almost exhausted. Your government has ordered you to write a short article explaining how the sea could be used to feed and house the world's hungry millions.

Write a short two- or three-paragraph article which will *convince* and *inform* your readers of the grave problems that face them. You may refer to Mack Laing's article as well as to other sources which you have skimmed for ideas. Of course, you will use your imagination to project your plan for living in the sea. Give your plan an interesting title.

CHAPTER IV

Language in Action

THINKING ABOUT LANGUAGE

Examine the statements below. Then answer the questions that follow.

A. Mr. Chairman, I can say anything I want to, at any time I want to. This is a democracy, isn't it?

B. My opponents say that the facts which they have presented support their case. I don't care what the facts are. I know, without confusing the issue by facts, what the government should do, and that is what I propose they do.

C. A vote for me is a vote for efficiency. A vote for my opponents is a vote for chaos.

D. Order, please! We can accomplish nothing when several members try to speak at once. I must remind you to observe the rules of parliamentary procedure, and ask you to speak only after you have been given permission by the chairman.

E. My motion is not recorded correctly in the minutes. I moved that a committee be formed to see whether fees could be lowered; I did not move that fees be lowered.



1. In what school situation might each of the statements, above, have been made? In what ways are all these situations similar?

2. (a) Considering the situation in which Statement A might have been made, would you agree with what the speaker of the statement said? Why, or why not?

 (b) (i) How useful do you consider the last sentence of Statement B to be as a basis for taking some kind of action? Explain.

 (ii) If factual evidence is necessary to support a point of view, what are some ways of getting this evidence?

 (c) Could you agree with the speaker of Statement C? Why, or why not?

 (d) In Statement D, reference is made to rules of parliamentary procedure. In your opinion, why have such rules been developed?

 (e) In the light of Statement E, what is one important reason for keeping minutes? What does your answer suggest about a difference between speech and writing? Why do you think that we use the procedure, at meetings, of making motions, instead of using some less formal procedure?

LANGUAGE AND LIVING TOGETHER

Language, more than anything else, distinguishes us as individuals. While it is true that our physical characteristics and actions identify us, it is our speech that differentiates us most. In a sense, each of us lives in his own world of language.

But we also live in a world of men who, by means of language, conduct the business of living together. In this shared world, we have developed certain procedures which enable us to transact the business of life with a minimum of friction and a maximum of efficiency. Thus, in government, in courts

of law, in club meetings, as well as in discussions and debates, we follow certain conventions or forms, and courtesies.

Because these conventions serve as controls against unfairness, selfishness, and even chaos, they are important. However, they should not be mistaken for ends in themselves. They are only the means to ensure that certain ends can be achieved through language.

Basically, in these group situations, it is the use of language that is important. Within these situations we need competence in speaking, in listening, in reading, and in writing, and each of these language skills supports the others. The boy who speaks at a school meeting brings to his speech elements of what he has heard, what he has read, and what he has written. In the process of speaking, he affects others who listen to what he says, who sometimes write parts of his speech down, and who perhaps may be stimulated by his words to further reading and thinking. In the classroom and out of it, we are involved in group situations which require us to use all of our language skills within certain conventions.

COMMUNICATE SKILFULLY: PERFECT YOUR PARLIAMENTARY PROCEDURE

The students of Eastview School have organized a Speakers Unlimited Club. The purpose of their club is to develop a greater understanding of people and their problems in other lands. Club members hope to achieve their purpose by listening to speakers from many countries.

Read how the fifth meeting of this club was conducted.

KEITH (*President*): This meeting will now come to order. The secretary will read the minutes of our last meeting.

LISA (*reading*): A regular meeting of the Speakers Unlimited Club was held in Room 17 of Eastview School on Wednesday, April 5, 19..... Twenty members of the club were present.

In the absence of the club president, Vice President Dean Davis called the meeting to order.

The minutes of the March 1 meeting were read and approved.

A treasurer's report indicating a balance of $7.50 was read and approved.

It was moved by Stephen Price and seconded by Barbara Saunders that meeting fees be raised to twenty-five cents, so that more magazines can be purchased for the club library. The motion was carried.

A special committee, headed by Kerry O'Connor, was appointed by the chair to recommend a list of suitable magazines for the library.

The chairman then called on Dr. Charles Singh, who spoke on the topic, "Everyday Life in Singapore". After a very lively discussion period, the chairman thanked Dr. Singh for his interesting and informative presentation.

The meeting adjourned at 3:45 p.m.

Respectfully submitted,

Lisa Brown
Secretary

KEITH: Are there any errors or omissions in the minutes? (*Pause*) If not, I'll declare the minutes approved as read. Would the treasurer now present her report?

BARBARA: Our April 1 balance was $7.50. No bills were paid since our last meeting. Twenty-six club members have paid their May dues. The present balance is $14.

KEITH: Thank you, Barbara. The next item on our agenda is a report by the Subscription Committee.

KERRY (*reading*): The Subscription Committee, consisting of Willie Ketchum, Bonnie Speller, and Kerry O'Connor (secretary), met on April 8 and April 20 to look into the matter of suggesting a list of magazines for club purchase. Both meetings were held in the school library, and Miss Stevens, the school librarian, was invited to attend our last meeting.

After a great deal of investigation, the Subscription Committee recommends that the Speakers Unlimited Club subscribe to the following magazines:

1. *West Indian Student*, a monthly magazine published by the Federation of West Indian Students, $2.50 per year.

2. *Ceylon Speaks*, a semi-monthly magazine published by Ceylon's Ministry of Youth, $2.00 per year.
3. *Indian School Review*, a bi-monthly newsmagazine published by the New Delhi Press, 10 rupees per year.
4. *Young Japan*, a monthly magazine published by the Japanese Youth Commission, $4.00 per year.
5. *Africa Awakes*, a semi-annual magazine published by the East African Secondary Education Association, $2.00 per year.
6. *This Is Malawi*, a monthly illustrated magazine published by the Malawi Ministry of Information, 6 shillings per year.

Respectfully submitted,

Kerry O'Connor
Secretary

KEITH: Thank you, Kerry. Is there any discussion relating to the committee report? Tom?

TOM (*rising*): Mr. Chairman, I don't think the report is complete enough. I don't know what a ruple or rupee — or whatever that Indian money is — amounts to. I know that a shilling is twelve or thirteen cents, and I'm sure that if we buy all these magazines we'll spend over 20 bucks. That's crazy! The Subscription Committee must be nuts. We haven't got that kind of money.

KEITH: I must remind you, Tom, that you are taking part in a business meeting. You may express your opinions and point out errors, but do use language that is appropriate.

TOM: I'm sorry, Mr. Chairman, I just got a little too excited. What really worries me is that we're going to spend more money than we have.

KEITH: Thank you, Tom. Your point is important. John, you may speak now.

JOHN: First of all, Mr. Chairman, I think we'd better get more facts. I'm quite confused about shillings and rupees. I'm not sure what bi-monthly and semi-monthly and terms such as those mean. Could members of the Subscription Committee clear things up for us? (*Pause. No answer from the Subscription Committee.*)

KEITH: Perhaps we had better ask the Subscription Committee to look into the matters raised concerning their report

and to report again at our next meeting. I will accept a motion to receive the report, but to delay any subscriptions until the next meeting, when the committee will present us with more information. Penny?

PENNY: That's a good idea. I think that . . .

KEITH: Order, please. I'll accept a motion only. Remember that no discussion can take place until the motion has been made and seconded.

PENNY: I second the motion.

KEITH: Again, you are out of order. No one has yet made a motion.

JOHN: Mr. Chairman.

KEITH: John?

JOHN: I move that we receive this report of the Subscription Committee but that we delay purchase of all magazines until the committee presents a more complete report indicating prices in Canadian money and giving more information about the magazines.

PENNY: I second the motion.

KEITH: It has been moved and seconded that we delay purchase of club magazines until a more detailed report is presented at the next meeting. That's the intention of your motion, isn't it, John?

JOHN: Yes, it is.

GARY: Mr. Chairman.

KEITH: Yes, Gary?

GARY: Mr. Chairman, I don't see why we can't subscribe to one or two of the magazines right now. I'm sure everyone would be interested in the Ceylon magazine and in the Japanese publication. We know exactly how much these will cost.

JIM: Gary's right. Let's subscribe to a couple of the magazines now, and let the Subscription Committee look into the matter of Canadian costs of the other magazines for the next meeting.

KEITH: I must remind you that we have a motion before us. This motion may be amended, though, to permit subscription to some magazines, if members feel they would like to do this.

JIM: Mr. Chairman, may we hear the motion again?

LISA (*reading*): Moved by John Sloan and seconded by Penny Singer that we receive the report of the Subscription Committee, but that we delay purchase of all magazines until the committee presents a more complete report indicating prices in Canadian money and giving more information about the magazines.

JIM: Mr. Chairman.

KEITH: Jim?

JIM: I move to amend the motion by inserting the words "except the *West Indian Student* and *Young Japan*" after the words "purchase of all magazines" in the original motion.

KEITH: The amendment, then, is that the words "except the *West Indian Student* and *Young Japan*" be inserted after the words "purchase of all magazines". The motion if amended would read: That we receive the report of the Subscription Committee, but that we delay purchase of all magazines, except the *West Indian Student* and *Young Japan*, until the committee presents a more complete report indicating prices in Canadian money and giving more information about the magazines. Is there a seconder to the motion?

GARY: I second the motion.

KEITH: Is there any discussion? We will deal with the amendment first. John, you have your hand up.

JOHN: Mr. Chairman, I'm a little confused. We have two motions before us. Why don't we vote first for the original motion which says that we don't subscribe to any magazines?

KEITH: Parliamentary procedure requires that the amendment be dealt with first. We vote to find out whether the members agree to have the motion amended first of all. If the amendment is carried, then we vote on the motion as amended. If the amendment or the right to amend the motion is lost, then we vote on the original motion that we do not subscribe to any magazines at all. Any more discussion? (*Pause*) Are you ready for the question?

SEVERAL VOICES: Question! Question!

KEITH: All those in favor of the amendment? (*Count is taken*) All those opposed to the amendment? (*Count is taken*) The amendment is carried. We now vote on the main motion as amended. Will the secretary read the original motion as amended?

LISA: Moved that we receive the report of the Subscription Committee, but that we delay purchase of all magazines, except the *West Indian Student* and *Young Japan*, until the committee presents a more complete report indicating prices in Canadian money and giving more information about the magazines.

KEITH: All those in favor? (*Count is taken*) All opposed? (*Count is taken*) The motion is carried.

There is one item of new business before us today. Since Alex Holiday has transferred to another school it will be necessary to select a new Publicity Officer for our club. I will now call for some nominations from the floor for the position of Publicity Officer. Harold?

HAROLD: I nominate Tim McCoy.

TIM AND STEPHEN (*rising at the same time*): Mr. Chairman!

KEITH: The chair recognizes Tim McCoy.

TIM: Mr. Chairman, I can't serve as Publicity Officer. You see, I may be moving, too. Would the nominator withdraw my name?

KEITH: Harold, will you agree to this request?

HAROLD: Tim would make a good publicity man. But I understand, and will withdraw my nomination.

KEITH: Any further nominations? Pamela?

PAMELA: Mr. Chairman, I nominate Rita Rheame.

MARY: I second the nomination. We need a girl for this job.

KEITH: Nominations do not have to be seconded, Mary. Are there any other nominations? If not, would someone move that nominations be closed?

BARNEY: Mr. Chairman, I move that nominations be closed.

JOAN: I second the motion.

KEITH: It has been moved and seconded that nominations be closed. Is there any discussion? (*Pause*) All those in favor of the motion? Opposed? I declare the motion car-

ried. Rita, you are elected by acclamation. I'm sure you'll do a fine job.

It is now my pleasure to introduce Mr. Profendra Buro, a university student from New Delhi, who will speak to us.

EXERCISE I: Discovering What You Know About Meetings and Parliamentary Procedure

The record of the meeting you have read about on pages 78 to 84 will give you a good idea of some of the rules of parliamentary procedure. Parliamentary procedure is practised so that the affairs of an organization may be conducted in an efficient and dignified manner.

See what you have learned about conducting business through parliamentary procedure by answering the following questions based on the record of the meeting.

1. What is the function of the president of a club?
2. How did club members refer to the president during the course of the meeting?
3. What is one of the functions of the vice president?
4. What are the minutes of a meeting? Who reads the minutes?
5. Which club member did not listen very carefully and thus was *out of order* in the meeting? What does *out of order* mean?
6. What is a motion? Did the chairman make any motions?
7. Does the mover of a motion get permission from the chairman to make his motion?
8. Does the seconder of a motion get permission to second the motion?
9. What is an amendment? Do amendments have to be seconded?

10. Do committee reports have to be accepted as read? If a committee's report is received, what does this mean? If a committee's report is approved, what does this mean?
11. Why was the Subscription Committee's report incomplete? What sources of information might the Subscription Committee have used to present a more complete report?
12. What is the difference between a bi-monthly and semi-monthly publication?
13. What is a nomination? Does a nomination have to be seconded?
14. What does *elected by acclamation* mean?
15. What is the difference between a nominator and a nominee?
16. How may a nomination be withdrawn?
17. Is there any difference between the terms *chairman* and the *chair* as they are used in parliamentary procedure?
18. What does the phrase *ready for the question* mean?
19. When two people stand up to address the chair at the same time, who has the floor?

Organizing a Club: Purpose

The Speakers Unlimited Club at Eastview was organized to promote better understanding of people in other lands. The purpose of the club was clearly stated in its *constitution*, which is a set of rules and regulations indicating how the club will operate. Items in the constitution refer to the officers of the club, the number of meetings to be held, and membership fees. Usually a committee of interested persons is appointed to draw up a constitution and present it to the prospective members at an early meeting.

The Speakers Unlimited Club is a good example of democracy in action. Club members are given an opportunity to present their views and to listen to the discussion with a minimum of interference.

Club Officials and Their Duties

A club is only as efficient as its executive officials. Most clubs elect three or four officers. Their positions and duties are outlined below.

Officer	*Duties*
President	1. Conducts meetings 2. Calls special meetings 3. Appoints committees or special representatives 4. Votes when there is a tie
Vice President	1. Conducts meetings in absence of the president 2. Acts as advisor to the president
Secretary	1. Records events of the meeting 2. Handles club correspondence 3. Upon request of the president, reads motions to the meeting
Treasurer	1. Handles club money 2. Prepares a statement of club finances for presentation to the meeting

Many clubs elect only one individual to serve as both secretary and treasurer.

Nominating and Electing Club Officers

Before a club is formally organized, an officer called a temporary chairman is elected. His task is to conduct the af-

fairs of the organizational meeting, and particularly to see that elections are conducted fairly and efficiently. The chairman does not vote, except to break a tie.

Anyone who wishes to speak at the meeting must address the *chair* by rising and saying "Mr. Chairman", or "Madam Chairman", and wait to be recognized; that is, given permission to speak. The chairman recognizes a speaker by calling his name. The speaker then *has the floor* and may speak.

The executive of the Speakers Unlimited Club was elected at an organizational meeting early in the school year. At this initial meeting, three candidates were nominated for the position of president. Keith Kramer received the greatest number of votes and was declared club president. The temporary chairman asked Keith to preside for the balance of the meeting.

Only one candidate was nominated for the position of vice president. He was declared elected *by acclamation.*

Something unusual happened when nominations were called for secretary of the Speakers Unlimited Club. The record which follows shows how President Keith Kramer handled the situation.

KEITH (*Chairman*): I will now call for nominations for the position of secretary. Mary?

MARY: I nominate Hilda Smith.

JOAN: I second the nomination.

KEITH: Please remember that nominations need not be seconded. Harold?

HAROLD: Mr. Chairman, I nominate Lisa Brown.

KEITH (*Pause*): If there are no further nominations, will someone move that nominations be closed?

HILDA: I move that nominations be closed.

TOM: I second the motion.

KEITH: It has been moved and seconded that nominations be closed. Any discussion? (*Pause*) All those in favor? (*A count is taken*) All opposed? (*A count is taken*) The motion is carried. I will now ask Mary Smithers to distrib-

ute a slip of paper to each of you. On this slip you are to print the name of the person, of the two nominated, whom you wish to be secretary. (*Blank slips of paper are distributed, ballots are collected, and votes are tallied on the blackboard.*)

KEITH: After a careful check, I am sure we have a tie vote. Each of the candidates received eight votes. As chairman, I must cast the deciding vote. Since Lisa Brown has been active in club affairs for a longer time than Hilda Smith, I declare her elected as secretary.

An election tie occurs very rarely, but when it does it is the chairman's duty to cast the deciding vote.

EXERCISE II: Reviewing Nomination Skills

1. What is the difference between a nomination and a motion? Does a nominator have to be recognized by the chair before he makes his nomination?
2. What device of parliamentary procedure does the chairman use to make certain that all nominators have had an opportunity to make their nominations?
3. What happens when only one person is nominated for office?
4. What are the rules of parliamentary procedure in the event of a tie vote?
5. Consult your dictionary, encyclopedia, or some reference book on parliamentary procedure to discover the difference between a *majority vote* and a *plurality vote*. Do you feel that a candidate for office should command a majority vote at all times? Why, or why not?
6. Sometimes a nomination committee is appointed to draw up (choose) a slate (list) of officers and to present this slate at a meeting. In addition, nominations may be made by other members of the organization. Do you agree with this procedure? Why, or why not?

Conducting Business: Is Your Parliamentary Procedure Showing?

1. Always stand and address the chair before you speak at a meeting.
2. Do not speak until the presiding chairman recognizes you.
3. Wait for a motion to be seconded before discussing it.
4. Normally, do not speak to a motion more than once.
5. Do not second a nomination.

The statements above summarize a few rules of parliamentary procedure which should be practised so that a meeting may be conducted efficiently. Read and review the rules and items of parliamentary procedure that follow so that you will be able to participate more intelligently in club meetings.

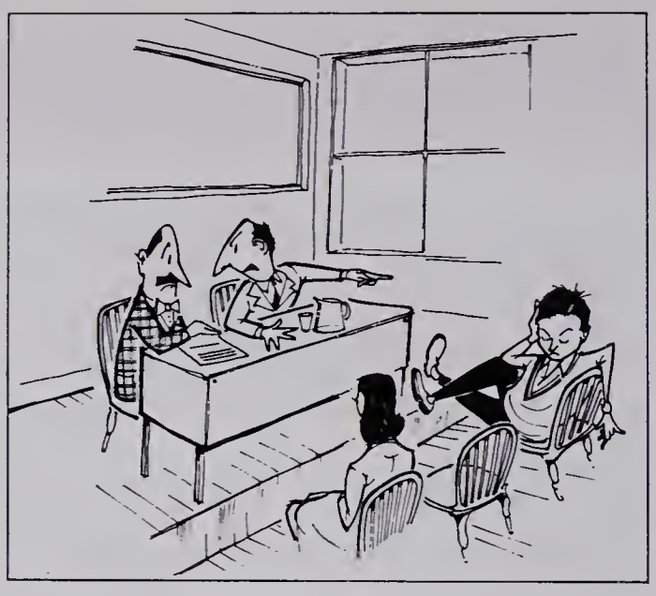
The Order of Business and the Agenda

Did you notice the order of business followed at the Speakers Unlimited Club meeting? The order was set out in an *agenda*, which indicated a specific order of business. Compare the order of business, below, with the order followed in the business meeting of the Speakers Unlimited Club.

Agenda

1. Calling the Meeting to Order
2. Minutes of the Previous Meeting
3. Business Arising from the Minutes
4. Reading of the Correspondence
5. New Business
6. Adjournment

Many clubs circulate copies of the agenda to club members a few days before a meeting. This enables members to give some thought to the items that are to be discussed at the meeting.



"The only motion he'll ever make is when he shifts into a more comfortable position."

Motions: Instruments of Action

Important decisions and courses of action that clubs wish to effect must be clearly set out in motions. Only one motion may be presented and discussed at one time. Any member discussing a matter unrelated to the motion being discussed is ruled out of order. This means that the club member is not permitted to speak unless his remarks are confined to the matter with which the motion is concerned. All motions except motions for adjournment must be supported or seconded before they may be discussed.

Parliamentary procedure dictates that motions follow a standard pattern. The word *that* is usually used in making a motion. Note the examples below.

I move *that we subscribe to the magazines listed.*

I move *that this club approve the design of the crest submitted.*

Speak to a Motion

The mover of a motion usually is allowed to speak to a motion only once, unless the presiding chairman asks him to enlarge on some aspect of the motion. The president or chairman rarely enters into the discussion of a motion. If, however, the president or chairman feels very strongly about a motion,

he may ask the vice president to chair the meeting, to allow him to participate in the discussion.

When all facts and opinions relating to a motion have been expressed, the chairman asks if the meeting is ready for the vote or the *question*. If members think that a motion has been sufficiently discussed and that they are ready to vote, they reply with the word "Question". A good chairman always repeats a motion or has the secretary read the motion before it is put to a vote. A motion is carried, or passed, if a majority of members support it; it is lost if a majority of voters oppose it. In the event of a tie vote, the chairman may demand a recount of the votes. If the result is still a tie vote, the chairman must cast the deciding vote.

Sometimes, considerable discussion reveals that a particular motion is irrelevant, and the mover of a motion may be persuaded to withdraw his motion. The chairman may permit the withdrawal of a motion only with the consent of the mover and seconder.

Amendments: Changes for the Better

Motions are usually considered carefully before they are made, but on occasion, it may be necessary to change their wording or intent. Such changes in wording or intent of motions are called amendments. Refer to the amended motion procedures in the Speakers Unlimited meeting record; then examine the three amendments below:

1. I move to amend the motion by substituting the words "Monday, June 1" for the words "Tuesday, June 2" in the original motion.

2. I move to amend the motion by deleting the words "and bingo night" in the original motion.

3. I move to amend the motion by adding the words "and *New Delhi Times*" after the word "*Citizen*" in the original motion.

Like motions, amendments must be moved and seconded before they may be discussed. An amendment is voted on before the original motion is put to a vote. If an amendment is not carried, the original motion is then voted on.

EXERCISE III: Practise Making Motions and Amendments

Write out motions for the following situations.

1. (a) You wish to set a certain fee for club membership.

 (b) You wish to invite a certain speaker to the next meeting of your club.

 (c) You wish to get a copy of the talk given by Dr. Ebb at your previous meeting.

 (d) You wish to limit the Publicity Committee to three members.

 (e) You wish to adjourn the meeting.

2. Write out amendments to each of the following motions as directed. Remember to use the words "substitute", "add", or "delete" in each of your amendments.

 (a) Moved that we organize a Publicity Committee of three members.
 (You feel that at least five members are required.)

 (b) Moved that we invite Dr. Burgess to speak on India at our next meeting.
 (You have heard Dr. Burgess before and have found him to be a very uninspiring speaker.)

 (c) Moved that monthly dues be fifty cents.
 (You feel that this amount is excessive.)

 (d) Moved that membership fees of one dollar be turned in to the treasurer by February 1.
 (You feel that the date of payment should be later.)

(e) Moved that we hold an auction sale on June 20.
(You feel that a two-night auction would be more profitable.)

(f) Moved that we organize a Badminton and Volleyball Club.
(You feel that only one of these activities should be pursued.)

A Minute on Business Minutes

According to parliamentary procedure, the proceedings of a business meeting should be recorded in proper form for future reference and review. As a meeting progresses, the secretary takes running notes on items of business. Later these notes are rewritten into official minutes and recorded in a minute book. Examine the minutes of the second meeting of the Speakers Unlimited Club. The minutes follow the order in which the items on the agenda were taken up at the meeting.

Minutes of the Meeting of the Speakers Unlimited Club, Eastview Junior High School

A regular meeting of the Speakers Unlimited Club was held in the Music Room of Eastview Junior High School on Thursday, June 4, 19..... Twenty-eight members were present.

President Keith Kramer called the meeting to order at 4:00 p.m.

Minutes of the May 7 meeting were read and approved.

The chairman noted that at the previous meeting it was decided to delay decision on membership fees until the February meeting.

Moved by Patty Burke and seconded by Barry Hepburn that club membership fees be fifty cents. This motion was amended by Jane Smith and Harold Cranston who substituted the sum seventy-five cents for the fifty-cent fee in the original motion. The motion as amended was carried.

The secretary read a letter from A/V Services indicating the newest films available at reduced rates to clubs. The secretary was instructed to write to A/V Services requesting an up-to-date catalogue of all films.

The chairman then introduced the guest speaker for the meeting, Mr. Joshua Jiminez. Mr. Jiminez gave an illustrated talk on "Life in Mexico". He stressed the tremendous progress his country is making in its battle against hunger, disease, and illiteracy. On behalf of club members, the chairman thanked Mr. Jiminez for his interesting presentation.

The meeting was adjourned at 5:15 p.m. on a motion by Barbara Smith.

Respectfully submitted,

Lisa Brown
Secretary

EXERCISE IV: Examining and Writing Minutes

1. Did the minutes indicate the time and place of the meeting?
2. Did the minutes indicate the type of meeting that was called?
3. Who chaired the meeting, and how many members were present?
4. How did the chairman deal with the minutes of the previous meeting?
5. What business arising from the minutes of the previous meeting was discussed at this meeting?
6. Which motion was not seconded? Explain.
7. Who signs the minutes of a club meeting?
8. How many errors can you find in the minutes below? Explain why each is an error.

A meeting of the club was held last Tuesday. In the absence of the president, the treasurer called the meeting to order. Almost all of the members were present.

Moved by Keith Smith that we invite guests to our next meeting. The motion was carried.

Moved by John Sloan that a movie projector be rented for future club meetings. This motion resulted in a tie vote.

The chairman then introduced the guest speaker for the meeting. Dr. Banks presented a very long talk on the West Indies.

The secretary then read a letter from the speaker at our last meeting.

Moved by Joan Smith and seconded by Heather Hale that the meeting adjourn.

Respectfully submitted,

Lisa Brown
Secretary

9. Organize and write out a set of minutes for the meeting of the Speakers Unlimited Club on pages 78 to 84. You will have to imagine a few details about thanking the speaker and adjourning the meeting, so that the minutes will be complete.

Committees and Their Function

The affairs of a club must be conducted efficiently and quickly. To help speed up the work of clubs, committees are often organized. These committees may be elected, but more often they are appointed by the chairman. Usually the president of the club names a committee chairman. If a chairman is not named, then the first member named to the committee serves as chairman.

Two types of committees are organized by most clubs.

(a) Standing committees, which are responsible for long-term work such as membership and club programs.

(b) Special committees, which are responsible for short-term projects such as the investigation of costs of special equipment or the recommendation of a list of nominees for special positions.

The chairman of a committee is sometimes called a convener. A good committee chairman insists on conducting committee business through the rules of parliamentary procedure, but not as rigidly as does the president or chairman of a club.

In committee work a less formal atmosphere prevails. Motions are made, but it is not necessary to stand and be recognized by the chair before speaking. Nor is it necessary to limit discussion as is often the case in regular club meetings. A committee chooses a secretary to keep minutes of each meeting.

Recommendations and Reports

Special committees must present their reports when they have completed their assignments. Standing committees often present short progress reports during the year and make full reports of their activities at the final meeting.

Committee conveners or committee secretaries usually present their reports orally. Simple language is used to convey the intended messages or recommendations of the committee. Examine the report of the Special Funds Committee appointed by the Speakers Unlimited Club.

Report of Special Funds Committee

The Special Funds Committee consisting of Roberta Roberts, Wendy Williams, and Tom Thompson met in the school library on Wednesday, June 3, at 4:00 p.m.

The committee discussed means of raising money for the special fund and has the following recommendations to make:

1. That the Speakers Unlimited Club organize a Dutch Auction Sale for the week of June 16-21.

2. That each club member donate at least two articles for auction.

3. That a special Auction Committee be appointed to look into the details of conducting the auction.

Roberta Roberts
Convener

Club members agreed with all the recommendations of the Special Funds Committee and passed a motion to adopt or accept the report. Had there been any dissatisfaction with the report, a motion simply to receive the report would have been in order.

EXERCISE V: Writing Committee Reports

Select one of the assignments below and write a short report as though you were the Committee Convener. Your report will indicate the composition of your committee, the number of meetings held, the purpose for which the committee was organized, and the decisions the committee has made or the recommendations it has decided to put forward.

A. A special Equipment Committee has been formed to investigate the purchase of a color camera for your club. You have met several times to consider prices and merits of various makes of cameras.

B. A special Contest Committee has been appointed to draw up rules and regulations for a writing contest which your club wishes to sponsor. Your committee has suggested a list of rules and regulations and has discussed these with your English teacher.

C. The standing Program Committee of the Speakers Unlimited Club is asked to present its report at the final meeting of the year. At this meeting you will give a brief report on the guest speakers who have participated in your meetings during the year and on their topics. You will also make some recommendations for next year's programs.

ELECTION SPEECHES: YOU CAN BE PRESIDENT, TOO

The Speakers Unlimited Club of Eastview is one of the many clubs sponsored by the students' union of the school. Becoming an officer of the students' union is considered an honor, and there is a great deal of rivalry in vying for a position on the executive.

Any Eastview student who is considered to have the necessary qualifications for office may be nominated to contest the election. Usually two or three candidates are nominated for each of the executive posts and a lively election follows.

Since Eastview is a large school, it is not possible for every student to know each candidate personally. As a result, a campaign rally is organized so that each candidate may present his views and try to persuade the student body to vote for him.

Read the three campaign speeches presented by the candidates for the executive position of Sports Convener. Then answer the questions that follow.

Candidate A: Bruce Cummings

Madam Chairman and fellow students of Eastview: Election time is seventy-two hours away. Just three days from now, you, the students of the finest school in town, will be casting your ballots for your students' union representatives.

You have several important decisions to make on election day, and one of them is deciding who should be Eastview's sports representative.

Sports have always interested me. In fact, there's a rumor going around (and I'm sure that the rumor was started by my parents) that the main reason for my going to school is sports activities. I'd never admit that this is the main reason, especially when there are teachers around, but I must say that the rumor is partly correct.

School sports make school life a little easier to take. In fact, a school without a good sports program is like a swimming pool without enough water. You can splash around in it, but you can't learn to swim!

Speaking seriously, though, I feel that in the past Eastview has always had a fine sports program organized for its students. If elected as Sports Convener, I promise to work for an even better sports program.

Put more Vitamin C into our Sports program.

Vote Cummings for sports convener.

Candidate B: Charles Fisk

Friends, Romans, Countrymen: Lend me your ears! Don't give them to me; just lend them. I think one of Caesar's friends started his speech this way. I don't know whether he was a good athlete or not, but I read that he sure was a good fighter. And that's what we need on the Students' Union — good fighters. We've had enough "yes men" on council for too many years. Let's not get any more cowards running the show, especially the sports department.

I'm tired of seeing the same old activities going on year after year. First it's soccer in the fall. Then we get a diet of bouncing basketballs all over the place. And in the spring we play baseball.

Why don't we have more activities? I'll tell you why. Because our sports reps in the past were just too lazy. They didn't push hard enough. They knew that the students wanted more activities but they didn't do a thing about it. Think of all the other sports we could have.

If you want more sports and a better sports rep at Eastview, vote for Fisk.

Candidate C: Doug Zenn

Madam Chairman, teachers, and fellow students of Eastview: Two weeks ago I accepted a nomination for the position of Sports Convener. When I accepted the nomination, I realized that it was for an important position, a position for someone with a strong interest in sports, and a broad understanding of sports activities.

Eastview School has always been a sports-minded school. If I am elected sports representative, I will do my best to make it a school that is even more sports-minded.

Sports have always played an important role in my life. For the last three years I have been a member of the YMCA and have served as a sports assistant in the "Y" volleyball, gymnastics, and swimming programs. Last year I was cap-

tain of Eastview's basketball team, and you will remember that we were runners-up in the Zone A finals.

If I am elected sports convener, I will try to increase the number of house leagues in soccer, basketball, and volleyball. And I will not neglect the girls' house league activities. I will also attempt to organize a badminton league and try to get our students interested in lacrosse. Lacrosse, you know, is really our national game. Perhaps we, at Eastview, can drum up some interest in it again.

I ask for your support on election day. Thank you.

EXERCISE VI: Analysing Campaign Speeches

1. For which of the candidates would you vote? Why?
2. If two sports conveners were to be elected, who would be your second choice? Why?
3. Which candidate or candidates offered specific suggestions for an improved sports program? Which candidate appeared to present the best platform; that is, which candidate outlined the soundest and most appealing plan for a sports program?
4. Which candidate was most critical of the existing program? Did this candidate offer any constructive criticism?
5. Which candidate attempted to use analogies or comparisons in his speech? Was his analogy appropriate and did it help his presentation? Why, or why not?
6. Which candidate or candidates attempted to use humor? Was the attempt to use humor successful? Explain.
7. Which candidate attempted to use sarcasm and ridicule in his speech? What is your reaction to this type of tactic?
8. Which candidate appeared to present the best qualifications for the position of sports convener? Give reasons for your choice. Should candidates state their qualifications in election speeches? Why, or why not?

9. Some guidelines for effective campaign speeches have been started for you in the list below. Copy the list into your notebook and add three or four other guidelines suggested by the best features of the campaign speeches above.

Guidelines for Effective Campaign Speeches

(a) Stand up straight and speak clearly.
(b) Always address the presiding chairman and your election audience.
(c)
(d)
(e)
(f)

10. Prepare an election speech for one of the positions listed below.
(a) President of your students' union.
(b) Secretary of your students' union.
(c) Room Representative of your students' union.
(d) Social Convener for your students' union.
(e) Program Director for your students' union.
(f) Sports Director for your students' union.

THE DEBATE: READING, LISTENING, AND SPEAKING IN ACTION

One of the most active organizations at Eastview School is its Debating Club, which holds monthly meetings in the school auditorium. The main item of business at each of these meetings is a debate, an argument among speakers which is conducted according to set rules.

Last month's debate concerned capital punishment, as stated in the following resolution: Resolved That the Death Penalty Should Be Abolished. Four speakers were chosen to debate the topic. Speaking in favor of the resolution were the

members of the affirmative side, Ken Stewart and Marlene Dixon. Speaking against the resolution as members of the negative side were Linda Zenn and Carol Hastings.

According to the rules of formal debate, each speaker is allowed an equal amount of time to present his argument. The chairman permits each speaker to speak only once, except for the first speaker of the affirmative side who is given a short rebuttal period after everyone has spoken. (That is, he is allowed to try to disprove the arguments of the opposing team.)

Opinions Don't Count: Facts Do

Two teachers and the students' union vice president were selected to judge the debate. They were responsible for hearing the evidence presented by both sides and deciding which side presented the most convincing and best-documented facts. The selection of three judges, often students, was not the only procedure used to assess debates in the school, however. For debates held in class, all the members of the class, other than the debaters, frequently served as judges.

Members of the affirmative and negative sides were aware that opinions are of little use in a debate unless they are supported by facts. Consequently, the debaters made use of various kinds of references to document and support their point of view. Each debater spoke clearly and convincingly in an attempt to persuade the judges. Here is how the debate was conducted.

DOUG WILLOW (*Chairman*): Our debate this afternoon concerns a serious question. The subject of our debate is stated in the following resolution: Resolved That the Death Penalty Should Be Abolished.

May I introduce our debaters for this afternoon? The two speakers for the affirmative side are Ken Stewart and Marlene Dixon. Speaking for the negative are Linda Zenn and Carol Hastings. Our judges for the debate are Mr. Cox, Miss Loden, and Norman Fox.

Each speaker will be allowed exactly four minutes to present his case. The first speaker of the affirmative will be given one extra minute for rebuttal after the second speaker of the negative side has finished.

I will now call on the first speaker of the affirmative to present his case.

KEN STEWART: Mr. Chairman, honorable judges, worthy opponents, and fellow students: As first speaker for the affirmative, I will try to prove to you that the death penalty, or capital punishment as it is legally termed, should be abolished.

First, let me say that capital punishment is inhuman and cruel. Anyone who has read the book *The Power of Life or Death* will agree that the death penalty is one of man's most cruel acts. It is really revenge. Surely we are civilized enough not to seek revenge. What good does it do? Revenge will never bring back the life that a murderer has taken. Nor will it bring back the life the hangman has taken. All that happens is that two lives are lost. Do two lost lives make everything right?

Secondly, I wish to say that capital punishment should be abolished because there is always the danger of executing the wrong man — the fear of hanging the innocent victim. The Evans-Christie case in England is a good example of a situation where the real murderer confessed after the wrong man was hanged. Take the case of Clarence McKinney of Ohio, who was convicted of first degree murder. Just a few days before he was to be executed, another man confessed to the crime. What if McKinney had been executed? Think of all the other condemned victims who weren't as lucky as McKinney. Doesn't the possibility that an innocent man may be executed suggest that the death penalty should be abolished before too many mistakes are made?

To summarize my arguments, I say that the death penalty is a cruel act of revenge, and a crime when the wrong person is executed. Because of this, it should be abolished. Thank you, Mr. Chairman.

DOUG WILLOW: Thank you, Ken. And now I call on Linda Zenn, the first speaker for the negative.

LINDA ZENN: Mr. Chairman, honorable judges, worthy opponents, and fellow students: As first speaker for the negative, it is my duty to prove to you that capital punish-

ment should not be abolished. First, allow me to rebut some of my worthy opponent's statements.

My worthy opponent stated that capital punishment should be abolished because it is cruel. It is, I agree. But isn't murder even more cruel? Think about the innocent victim of a murder. Think of his family, too. Don't they suffer? Isn't murder a cruel act, too?

My worthy opponent also stated that there is always the danger of an innocent man being executed. I challenge this. How many cases can my opponent provide showing that an innocent man went to the gallows? The book he referred to is probably a Perry Mason story or something.

And now, Mr. Chairman, allow me to prove beyond a doubt that capital punishment should be continued. First, we must have the death penalty to serve as a warning to others who may murder. We need a deterrent. If we didn't have this deterrent, we would certainly have many more murders. Society must be protected. Let me read you a passage from a book called *The Death Penalty in America.* It explains clearly why capital punishment should be retained.

> The death penalty is a warning, just like a lighthouse throwing its beams out to sea. We hear about shipwrecks, but we do not hear about the ships the lighthouse guides safely on their way. We do not have proof of the number of ships it saves, but we do not tear the lighthouse down.

Capital punishment must not be abolished because our police would not be protected. This is an important point. Half our police force would resign if there weren't this protection for them. Any would-be murderer wouldn't think twice about shooting a police officer if he knew he would get off with a light prison sentence. I won . . .

DOUG WILLOW: I must remind the first speaker of the negative that she has just a few seconds to complete her argument.

LINDA ZENN: Thank you, Mr. Chairman. I wonder whether my worthy opponent knows that forty-one out of fifty states in the United States still have capital punishment? Why? Because they know that if they abolished it, it would be like every murderer getting a free hunting

license — not to hunt, but to murder. Thank you, Mr. Chairman.

DOUG WILLOW: Thank you, Linda. And now I call on the second speaker of the affirmative to present her case.

MARLENE DIXON: Mr. Chairman, honorable judges, worthy opponents, and fellow students: As second speaker for the affirmative, I will try to prove to you that capital punishment should be abolished. First, allow me to challenge some of my opponent's remarks.

My worthy opponent said that forty-one out of fifty states still retain the death penalty. I ask you, does this mean that the forty-one states are right? Furthermore, I should remind my opponent that her statistics are just a little out of date. According to the February 17, 1966, issue of *Time* magazine, thirteen U.S. states have abolished the death penalty. Why? Because they know that statistics prove that the murder rate does not rise when the death penalty is abolished. According to *World Book Encyclopedia*, countries which have adopted the death penalty have had no unusual decrease in the number of murders committed. If this is so, how can it be claimed that capital punishment deters murderers?

Most European countries except Spain, Russia, France, and Ireland have abolished the death penalty. Isn't this enough evidence that it is not right to have capital punishment? Canada, too, has almost abolished it. No one has been hanged in Canada for a number of years.

A very strong reason why capital punishment should be abolished is that most of the victims convicted of murder are poor. The wealthier ones can afford good lawyers and get off free. Is this justice?

Does it really help society to take another life for one that has been lost? Isn't society really to blame for having so many disturbed people who murder others? I read somewhere that most people who have committed murder were under the influence of liquor when they committed their acts. Wouldn't it seem right that drinking problems should be solved first?

In conclusion, Mr. Chairman, I want to say that life imprisonment should be substituted for hanging. In that way, we can help the convicted murderer to become a useful citizen and thus pay back some of his debt.

DOUG WILLOW: Thank you, Marlene. And now I call on the

second and last speaker for the negative, Carol Hastings, to present her argument.

CAROL HASTINGS: Mr. Chairman, honorable judges, worthy opponents, and fellow students: As the last speaker on the negative side of this debate, I shall support the idea that we need capital punishment for four reasons.

My worthy opponent has spoken of the debt the murderer owes to society. He owes a life to society because he took a life. He can only pay for that life with his own.

As for him becoming a good citizen, what chance has he? If capital punishment is abolished, then the punishment for murder is life imprisonment. That is a living death even if life imprisonment lasts only twenty years. He comes out of prison a ruined man, and may still be a danger to society. His life imprisonment is expensive for both him and the taxpayer.

Above all, society must be protected from murderers. The death penalty acts as a deterrent to the would-be murderer and as a protection for us and our protectors. Before we had police (that is, before the nineteenth century), murder was common in spite of the death penalty. If we remove this punishment and our police are not protected by the law, murder could become more common again.

In conclusion, let me point out that each of us in this auditorium knows that we often do what is right because we are afraid of a painful punishment. Human nature is like that, and we had better keep the death penalty until human nature improves.

That's why I think capital punishment should not be abolished, Mr. Chairman. I think I've proved my point. Thank you.

EXERCISE VII: Analyse the Debate

1. List the arguments presented by the debaters for the affirmative side.
2. List the arguments presented by the debaters for the negative side.

3. Which debating team presented the most convincing arguments during the debate?
4. Which of the debaters relied mainly on opinion in the presentation of arguments? List a number of the opinions presented by this debater.
5. Which debater or debaters did not listen well to the arguments presented and thus repeated a number of the same arguments that were used earlier in the debate?
6. Notice that most of the debaters were careful not to call their opponents by name. Is this practice desirable in a formal debate? Why, or why not?
7. The second speaker for the affirmative, Marlene, used evidence indicating that most European countries had abolished capital punishment. Analyse this argument. That is, does this argument support the resolution of the debate?
8. If you were one of the speakers for the affirmative, what new arguments would you introduce to strengthen your case?
9. If you were one of the speakers for the negative, what new arguments would you introduce to strengthen your case?
10. The first speaker for the negative, Linda Zenn, attempted to use an analogy to make her argument more forceful. Explain her analogy and indicate whether the analogy accomplished its purpose or not.
11. Three speakers attempted to rebut or refute evidence presented by the opposite side. Which of the speakers was most successful in his or her rebuttal? Which speaker was least successful in the rebuttal? Explain.
12. If you were one of the debaters, state how you would refute one of your opponent's arguments. Start by writing the words, "Mr. Chairman . . .".

13. The first speaker for the affirmative, Ken Stewart, has not presented his rebuttal. Imagine that you are Ken Stewart, and write out a short rebuttal for some of the arguments presented by the speakers of the negative side.

14. Which speaker, on either side, presented his or her points most reasonably? Support your answer by referring in detail to the speech of your choice.

EXERCISE VIII: Organize a Debate

Organize teams of students to debate one of the subjects listed below.

Resolved That Final Exams Should Be Abolished
Resolved That Homework Should Be Abolished
Resolved That School Uniforms Should Be Compulsory
Resolved That the Age for Obtaining a Driver's Licence Should Be Lowered to Fourteen
Resolved That Flying Saucers Are Material Objects Manned by Intelligent Beings from Other Worlds
Resolved That the Voting Age Should Be Lowered to Eighteen Years
Resolved That There Should Be No Censorship of the Printed Word in a Democracy

CHAPTER V

Language Is News

THINKING ABOUT LANGUAGE

"When the press is free and every man
is able to read, all is safe."

When Thomas Jefferson, a famous American president, wrote these words almost two hundred years ago, there were only a few newspapers in circulation in the United States, and many people in that country were unable to read.

Today, newspapers are readily available, and most people are able to read them with some degree of understanding and pleasure. Have we, then, arrived at Jefferson's ideal? Is democracy safe, now that we have a free press and a literate populace?

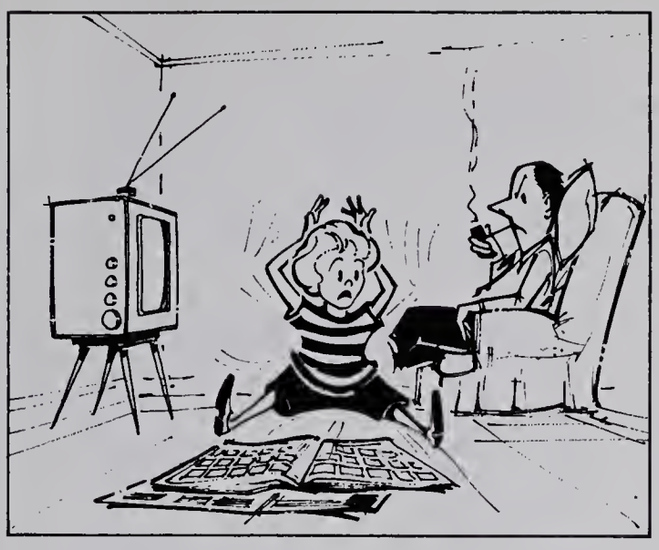
Keeping well informed is the responsibility of all good citizens in a democracy. Keeping well informed means not only listening to radio newscasts and viewing news telecasts, but reading reliable newspapers and magazines, too. Reading a newspaper intelligently will help you to become a better student, a better person, and a better citizen. This chapter should help you to understand the organization of newspapers and assist you in reading them more effectively.

STOP and Think

1. What is meant by a free press? How important a freedom is it? Explain.
2. Why is an informed public necessary in a democracy?
3. What is meant by a literate populace? What is our literacy rate? How is it determined?
4. In what way might a newspaper or newsmagazine be a better source of current news than is a radio or television newscast? In what way might radio or television newscasts be superior? Explain.
5. An average daily newspaper contains about 80,000 words. How long would it take you to read every word of such a paper? How much of a newspaper should be read? How much of a newspaper do you read?
6. What are your favorite newspaper sections or features? What sections or features of newspapers do not interest you? Explain.
7. Many newspapers allot a section of the paper for public comment. Does your newspaper provide a section for letters to the editor or a page for articles of dissent? Do you feel that every local paper should provide space for public comment of this kind?

THE NEWSPAPER: A LIVING TEXTBOOK

Imagine reading a history book that is always changing, always current, and always available. In one way, a news-



"Good grief! They left the comics out of the paper tonight."

paper is such a living textbook, although it normally offers current information and personal comment rather than an assessment of events viewed in the perspective of time.

The newspaper's most important purpose is to report news. But it also presents information on many subjects to its readers. Each day, more than 60,000,000 people in Canada and the United States buy newspapers which inform, influence, and entertain in a variety of ways.

Examine the following newspaper clippings to discover some of the ways in which newspapers communicate with their readers.

A.

Solve-a-crime

You Are The Detective

In response to a phone call you have received tonight from a man identifying himself as Joe Farrell, you drive about a mile outside of town along the highway, turn off on a lonely sideroad, and finally arrive in front of an old dilapidated and deserted farm house. The man who called you, Joe Farrell, meets you here and guided by the beam from the flashlight he is carrying you walk to where the body of his dead partner, Bill Eggers, lies in front of the open front door of the house. The big, gaping wound on the victim's head and the blood-encrusted steel crowbar lying on the ground next to him tell you their grisly story.

Now you turn to Joe Farrell and ask for his story.

"Well," begins Farrell, "this night began as a sort of lark for Bill and me, and now . . ." he shakes his head mournfully, then continues. "Bill and I, as you know, are partners in a real-estate business, and although we weren't agents for the sale

of this deserted old house, we did lots of kidding about it — especially about the rumors of its being haunted. It's been unoccupied for over two years, boarded up all the time, and so far as I know, no one has been inside it all this time . . . until tonight. Bill bet me ten bucks I wouldn't have the nerve to come in here tonight and stay inside this so-called haunted house for an hour — in the pitch-dark. I took his dare not so much for the money as for kicks, and we drove out here and he stayed in the car while I came to the house, pried off the boards over the front door, and came in.

"It was plenty dark inside the house, but just enough moonlight showed through the windows for me to see my way fairly well. I got another break too, when among some other junk lying in the corner of the front room I found this flashlight, and I used it with my hand over the business end so Bill wouldn't be able to see I had a light with me. I didn't want him hedging on our bet. Well, I guess I had been in there about 20 minutes or so, when suddenly I heard a big scuffle outside, then a cry for help, followed by running footsteps. When I got outside, I found poor old Bill here, lying on the ground . . . dead!" Farrell here reaches into his coat pocket. "I have his wallet here in my pocket . . . I found it lying on the ground next to Bill's body, empty."

You accept the worn old wallet, casually riffle through it, then say, "And that's the entire story of tonight's events? You have nothing further to add?"

"That's it," says Farrell. "That's the story."

"It's a good story," you say with a nod of your head. "But not quite good enough. I'm taking you into headquarters with me for some further questioning!"

What has made you suspicious of Joe Farrell's story?

SOLUTION

The flashlight that Joe Farrell told you he had found inside the house. If the house had been unoccupied and boarded up for two years, and if the flashlight had been lying there on the floor all that time, surely it would have been of no use to Farrell. Its battery would long since have died.

W. L. Gordon Features

B.

Libraries

Dear Sir:

Although most people own a few books, it is quite impossible for many parents to provide the textbooks and reference books required by their children for schoolwork.

Yet this seemingly obvious fact seems to have been ignored by those who provide and stock the libraries in this city. Any student will be discouraged when he finds that he will have to wait two weeks for a book that is vital for his assignment, and this often happens.

I know that it would be impossible to provide a copy of every book for every student, but is it too much to ask that libraries that serve residential areas such as this should have a wide range of reference books, and an efficient method of obtaining additional copies from other branches?

Disgruntled Reader

C.

WEATHER

Sun sets tonight at 8:58, rises at 4:13 a.m. Thursday

Temperatures

	H	L
Red Deer	68	46
Penhold	66	39
Rocky	66	34
Kamloops	85	49
Vancouver	71	50
Calgary	65	39
Coronation	66	47
Edmonton	66	39
Lethbridge	64	41
Medicine Hat	65	47
Ottawa	69	58
Toronto	73	60

Forecast

Red Deer, Edmonton, Calgary — Sunny today except for a few afternoon cloudy periods. Mainly sunny and continuing warm on Thursday. Winds light today becoming SW15 on Thursday. Low-high Edmonton and Red Deer 45-70, Calgary 40-70.

Banff — A few cloudy periods this afternoon. Mainly sunny and continuing warm Thursday. Winds light becoming SW15 Thursday. Low-high 40-70.

The Red Deer Advocate

D.

Flashback In History

By THE CANADIAN PRESS

Hawaii became a territory of the United States 69 years ago today — in 1898 — by a joint resolution of Congress. The annexation of the islands, discovered by Capt. James Cook in 1778, followed a long period of rule by native monarchs that ended when Queen Liliuokalani was deposed in 1893 and Hawaii became a republic. After annexation by the United States a long campaign for statehood began that succeeded when Hawaii became the 50th state in 1959.

1800 — Napoleon defeated the Austrians in the Battle of Marengo.

1919 — Alcock and Brown took off on the first non-stop transatlantic flight.

First World War

Fifty years ago today — in 1917 — the Zeppelin L-43 was destroyed over the North Sea; members of a United States mission arrived in Russia; British troops stormed Infantry Hill east of Monchy on the Western Front.

Second World War

Twenty-five years ago today — in 1942 — the Germans intensified their drive on Sevastopol and on the Kharkov front; four of 18 Japanese bombers were destroyed when intercepted by Allied fighters in an attempted raid on Darwin, Australia.

The Red Deer Advocate

E.

Too Much Studying 'Also Bad'

Ottawa (CP) — When exam time comes around, too much studying can be as bad as too little, says a Carleton University professor.

A balanced program is the key to academic success, says Dr. D. W. Sida, an associate mathematics professor and author of a soon-to-be published book on how to study math.

"At high school and university, people must remember there's a time to study, a time for play and a time for doing nothing."

Most successful students are involved in outside activities — clubs, athletics, student councils. An example showed up in applications for the Royal Canadian Institute's summer science program for high school students, which Dr. Sida is coordinating.

Most of the 200 applicants, all of whom have academic averages in the 90's, were also involved in activities outside the classroom.

CONCENTRATION

Along with balance, Dr. Sida demands organization, concentration and enthusiasm for academic success.

He says an average student can be turned into top-of-the-class material by a genuine liking for studying on his own. If you really hate to go off by yourself and study, think twice about going to university.

"As you go further through education, the importance of private study increases. A student's own work is what really counts at university. He must learn to direct and discipline himself."

The Edmonton Journal

F.

SOFT LANDING MADE ON PLANET

Venus Deadly; Reds Find

(See other story page 9)

[Compiled from AP and Reuters]

MOSCOW — The Soviet Union today successfully landed a radio-equipped capsule on Venus and found it to be a deadly planet.

The Soviet spacecraft Venus IV flew into the atmosphere of the cloud-shrouded planet and dropped an instrument package that transmitted data showing a temperature range from 104 to 536 degrees Fahrenheit, a government announcement said.

It reported the package made a soft landing by parachute.

The planet's atmospheric pressure varied from the equivalent of that of the earth to about 15 times as great, the announcement said.

"The measurements have shown that the atmosphere consists almost exclusively of carbon dioxide," it was added.

"Hydrogen and vapors account for about 1½ per cent and no noticeable traces of nitrogen were detected."

Observers said these reports indicated Venus could not support terrestrial life.

The Calgary Herald

G.

Tops At Toronto

By The Canadian Press

Stock	Sales	High	Low	Close	Net Ch'ge
		INDUSTRIALS			
Rank O	77910	$73⅜	6¾	6¾	— ⅛
Mass F	25740	$22⅝	22⅜	22½	— ⅛
Fleet M	24730	155	140	150	+15
Pac Pete	20761	$15⅛	14½	15	+ ½
Un Gas	15655	$12½	12⅜	12⅜	— ⅛
		MINES			
Cam Min	389175	47	32	44½	+7½
Glen Ex	309700	31	28	29	—1½
Pce Ex	211133	112	105	110	+2
C Red P	129500	31	28	30	+1
Rowan Cn	62950	13½	11½	13	+1
		OILS			
Provo G	120574	700	660	690	+30
Scurry R	57824	$29⅞	28	29⅞	+2
Spooner	34500	64	59	61	+1
C Ex G	23025	450	415	445	+25
Fargo	21524	525	490	525	+40

The Edmonton Journal

H.

Modern etiquette

Q. When a man must wait in line at the box office for his theatre tickets, should the girl he is with stand in line with him?

A. There is no set rule governing this. She may keep him company if she wishes, or she may wait in the lobby for him.

W. L. Gordon Features

I.

CAMELS IN KITCHEN

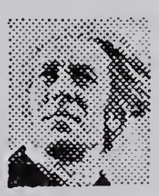
Camel meat is becoming so popular in Egypt that the animal may be in danger of eventual extinction.

The Red Deer Advocate

J.



The Mirisch Corporation presents
JULIE ANDREWS
MAX VON SYDOW
RICHARD HARRIS
in James A. Michener's
HAWAII



ADULT
WINNER
7
ACADEMY
AWARD
NOMINATIONS

Tonite 8 p.m.
MATINEE 2 P.M.
Wed., Sat. & Hol.

PANAVISION COLOR by DeLuxe Released thru UNITED ARTISTS

ADVANCE RESERVED SEATS ON SALE AT ODEON BOX OFFICE
from 11.30 A.M. to 5 P.M. — PHONE 429-3181

GOOD SEATS AVAILABLE FOR TONIGHT'S PERFORMANCE

VARSCONA TELEPHONE 433 - 3222

The Edmonton Journal

K.

Coleman Stove
Reg. 23.25
Compact 2 burner "Tourist" stove. Bargain Basement
16.69

Rod and Reel Set
Reg. 4.25
Level winding bait casting reel. Nylon gears. One piece fibreglas rod. Set
2.99

PACK SACKS
Reg. 7.95
Heavy gauge quality canvas. Leather carrying strap. Large size.
4.99

The Edmonton Journal

L.

Japex Plant To Be Huge

By ARMIN HECHT
Of The Journal

The proposed $300 million Japanese-Canadian Athabasca oil sands plant will produce 170,000 barrels of crude oil daily, it was learned from reliable sources Friday.

This is nearly four times the capacity of the $230 million Great Canadian Oil Sands Limited plant nearing completion. The latter will begin production this fall.

Developments have been fast and smooth since the Japanese showed first official interest in the Athabasca Oil Sands last August.

Initially Canadian oil interests were hesitant to talk oil exports to Japan. They concentrated on U.S. markets in the belief high priced Canadian oil could never compete with low cost Middle-East crude supplying 90 per cent of the Japanese market, said the informant.

The Japanese are very cost conscious, but they are also interested in a stable, long-term source of supply. Middle East crude is cheap, but it is in a politically and socially very unstable area, as recent hostilities between Israel and the Arabs have demonstrated.

Time is also working in favor of the Athabasca Oil Sands and conventional Canadian sources, added the informant. Large-scale extraction, technical progress and the rising cost of Middle-East crude production is working in favor of Canada's oil resources, suggested the source.

Japex is believed to be working with Tenneco Oil Company of Calgary. The Japanese department of trade and commerce or Japex is expected to make an official announcement in July or August.

A detailed technical and economic survey of oil production from the Athabasca Oil Sands will begin this fall and depending on results construction of the plant will commence in 1970 or 1971, believes the source. A pipeline to either Prince Rupert, Vancouver or a port yet to be built would feed Japanese super tankers plying the Pacific between Canada and Japan.

Prince Rupert would be a likely choice since it is two shipping days closer to Japan than any other Canadian Pacific coast harbor.

Meanwhile Japex has not forgotten conventional oil exploration. With its partner Pinnacle Petroleums Limited, Calgary, work has been undertaken in southern Alberta and southern Saskatchewan and some oil has already been produced.

The Edmonton Journal

M.



Courtesy King Features Syndicate

N.

Expo Farewell: 'A Moment Of Triumph And Sadness'

[Compiled from Herald News Services]

MONTREAL — "I feel as though someone has died."

The remark by Liliane Azar, a Montrealer, was typical of the emotional farewells to Expo 67 Sunday as the world's fair came to an end.

Today, an unaccustomed stillness lay over the 1,000-acre site as silence cloaked most of the 74 pavilions that for six months rang to laughter, chatter and tears.

On Sunday Montreal Mayor Jean Drapeau bid goodbye to the fair: "Expo 67 is over. Long live man and his world."

Prime Minister Pearson said at the closing ceremonies the big fair has been "one of the most imaginative acts of faith in Canadian enterprise and ability ever attempted."

He added: "This is a moment of triumph and sadness. Triumph, because the success of Expo has been complete, the dream has been fulfilled; sadness, because the short, glorious season of Expo has ended."

The success of the fair is unquestionable.

In the 185 days of its duration Expo admitted 50,306,648 — a record for fairs of this type and duration.

Expo's probable $250,000,000 deficit will be paid 50 per cent by the federal government, 37½ per cent by the Quebec provincial government and 12½ per cent by the Montreal municipal government.

The Calgary Herald

O.

The recipe box

CENTENNIAL ICE CREAM

Ice cream manufacturers are joining in national celebrations with a new "Centennial" ice cream brick. Vanilla ice cream will surround the centennial symbol featured in a separate flavor in the center of each brick.

This special brick is being made by at least 30 manufacturers across Canada and will be available in four different flavors, ideal for centennial high jinks and everyday good eating.

WHIPPED STRAWBERRY MERINGUES

(Makes 12 servings)

12 meringue shells

1 (3 oz.) package strawberry jelly powder

¾ cup boiling water

1½ cups crushed, sweetened strawberries or 1 (10 oz.) package frozen strawberries, thawed

2 tsp. lemon juice

⅔ cup (1 small can) evaporated milk, chilled icy cold

whole strawberries

Dissolve jelly powder in boiling water. Cool slightly, stir in strawberries. Chill until softly set. Add lemon juice to evaporated milk and whip until it stands in soft peaks. Fold into partially set jelly mixture. Spoon into meringue shells. Chill until set. Serve garnished with fresh whole strawberries.

The Camrose Canadian

P.

China Explodes H-Bomb

TOKYO (AP) — China has "successfully exploded" a hydrogen bomb in the air, Peking radio reported today.

The brief announcement was monitored in Tokyo.

It was the sixth atomic device triggered by the Chinese Communists since Oct. 16, 1964.

China's nuclear testing site is located at Lop Nor in Sinkiang province.

Q.

The Ladies' Auxiliary Strathcona Branch No. 150, Royal Canadian Legion, will hold a general meeting Monday.

The meeting will begin at 8 p.m., and a report from the convention delegates will be heard.

The Edmonton Journal

R.

Flying Saucer?

Sirs: I know that the subject of flying saucers excites a great deal of scorn and ridicule; I reacted in the same way until one evening during last November. I was working in my backyard at about eight o'clock, when I happened to glance up at the sky. I have always had a great interest in astronomy, and am familiar with the names and positions of most of the constellations. It was a surprise, therefore, to see that evening a large and bright star in a place where no star had ever been.

As I watched, the star began to move, and from my vantage-point (my house is on a hill outside the city), I saw it circle the city twice, pausing frequently, and often changing direction.

This procedure lasted for about an hour, and then, picking up speed and losing all hesitation, the bright object passed directly overhead in a southerly direction.

There is no doubt in my mind that the object I observed that night was both powered and guided by some intelligence. I offer no suggestions as to its purpose or its nature, nor can I claim to have seen any "little green men". I would like to plead, however, for a little more open-mindedness from the general public; people have always been quick to laugh at any frighteningly new idea — but the laughter has always rebounded in the end.

Philip Higgins
Ontario

S.

BUSINESS EDUCATION BY MAIL, Accounting, bookkeeping, Shorthand, typewriting, business English, letter writing, penmanship, rapid arithmetic, civil service subjects. Write for prospectus, Dept. F. Tiptop Managerial College, Toronto.

T.

Students Realize Goal

Students at McKernan Junior High Monday will present an ELECTRIC SEWING MACHINE to the arts and crafts center of the Veterans' Home, 11440 University Avenue.

The center is the only means of earning money for many veterans. Mrs. Ruth Schwartz, supervisor of the crafts center, will accept the gift.

The students worked ALL YEAR to raise about $250 to purchase the machine.

The Edmonton Journal

U.

National League

	W	L	Pct.	GBL
Cincinnati	40	23	.635	—
St. Louis	35	21	.625	1½
San Francisco	32	27	.542	6
Chicago	30	26	.536	6½
Pittsburgh	30	27	.526	7
Atlanta	30	28	.517	7½
Philadelphia	28	30	.483	9½
Houston	24	37	.393	15
Los Angeles	23	36	.390	15
New York	19	36	.345	17

V.

Compressedspeech Willbethenewsound

Times-Post News Service

In1977whenyoulistentothe radiotheannouncermaysound like thisandyouwill probably understandeverywordhesays.

This is a written example of a new auditory technique called compressed speech that may well be the sound of the future.

Properly taught, people can learn to listen to and to comprehend conversation at the rate of 400 or more words a minute as compared to the normal rate of 125-130.

Special tape recorders are available commercially that will increase the playing speed of tapes without producing a Donald Duck voice effect.

MANY USES

The uses to which compressed speech can be put are many, particularly in education.

One of today's commonest complaints is, "I don't have time to read half the material I get."

Some experts predict that within 10 years people will dial a telephone number and become plugged into a compressed speech tape on a subject of their choosing, for a fast dose of information.

One authority in the field of compressed speech is Dr. David B. Orr, of the American Institutes for Research in Silver Springs, Md.

Orr has conducted controlled experiments with college students that prove the average person can be trained to absorb information at 400 words per minute, and some can go as high as 500.

Already the Library of Congress is applying compressed speech to its talking records program for the blind.

CUT LECTURE TIME

"One obvious use," Orr said in an interview, "is for a professor to use compressed speech to cut his lecture time in half. The second half of the period could be used for answering student questions or utilizing audio visual aids."

Orr visualizes the day when people in highly technical fields such as engineering, where constant extracurricular study is needed to keep abreast of radical changes in their professions, will rely heavily on compressed speech.

He suggests that an engineer can dial a phone number to have a tape, played at very high speeds, giving short précis of courses offered on still other tapes and a code number to use to dial those tapes.

This tape can be mentally scanned by an engineer who, when he comes across a subject that interests him, can jot down the code number and dial it for a full hour's lecture by compressed speech.

The Edmonton Journal

W.

A Poor Example

No stronger argument could have been made against the city embarking on a new, long-range land fill garbage disposal program than the pictures published in The Herald early this week showing the condition of the Nose Creek operation.

There for all to see was a wide expanse of garbage which had lain uncovered during the weekend in defiance of the basic rules of land fill disposal. The scene looked for all the world like an old-fashioned garbage dump. It might have been just as odoriferous too.

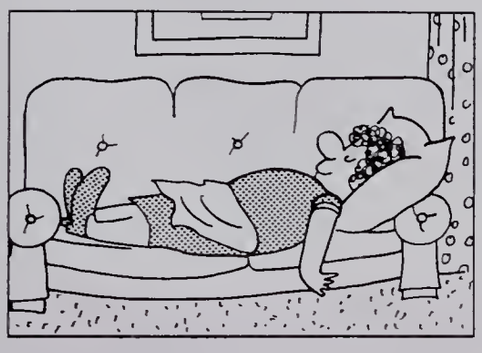
How can the city hope to sell land fill when it permits what is supposed to be a model operation to be conducted in such a slipshod fashion? One of the most disturbing aspects is that responsible authorities at City Hall apparently had no idea that the operation had slipped so low. What assurance is there that standards could be maintained at an acceptable level during the twenty-year period that the city had planned for its proposed new land-fill program?

There were widespread misgivings about land fill before the inadequacies at Nose Creek were brought to public attention. The publicity serves to reinforce opinion that a better alternative method of garbage disposal must be found. Attention will be focused more strongly than ever on the studies now to be undertaken in co-operation with the provincial government.

The Calgary Herald

X.

WHY WE SAY IT



A couch is nice to lie down on. And that's exactly how the word "couch" came to be. It's from the French "se coucher," which means "to lie down."

Y.

FUN TIME

The Riddle Box

1. Why is a fool like artificial flowers and a dollar bill? 2. Why is a room full of married people like an empty room? 3. What speaks every language?

Answers

1. Because none of them have any sense, scents, cents. 2. Because there isn't a single person in the room. 3. An echo.

* * *

EXERCISE I: Examine a Newspaper

1. Which of the newspaper clippings on pages 111 to 121 would be classified as international news?
2. Which clipping would serve best as an example of national news? Which would be the best example of local news?
3. Which clipping is an editorial? For what purpose was this editorial written?
4. Letters to the editor are a feature of most newspapers. What is the purpose of the letter to the editor on page 112?
5. Which of the clippings offer advice, service, or assistance?
6. Which clippings may be classified as entertainment features or entertainment items?
7. What is the purpose of clippings D and O?
8. As a student, do you agree entirely with clipping E? Would adults agree with it?
9. Is the headline in clipping V appropriate? Why, or why not? Is the information provided in clipping V entirely factual, or is some of it based on opinion? Explain.
10. The information for newsclipping P was obtained from the Associated Press (AP) News Agency. Name two other news agencies that supplied news for the clippings on pages 111 to 121. What services do news agencies perform?

GETTING THE MOST FROM NEWSPAPERS: READ WITH A PLAN

If you attempted to read every word of the week-end edition of a city daily newspaper, you would spend the better part of

a day doing it. Newspapers contain far more information than you have time to read. The secret of getting the most from a paper is to read selectively or to read with a plan.

First, skim over the front page to get some idea of what is happening in the world. You will concentrate on news headlines which give you a quick summary of each news story. The headline is written after the news story has been completed, and takes into account the placing of the article in the paper and the space available. The purpose of the headline is to attract your attention quickly and to give you a bird's eye view of the heart of the story in as few words as possible.

Sometimes a news story has two headlines. The first or main headline indicates the general subject of the story. The secondary headline or "deck" gives you more information about the subject. Headlines are written by sub-editors who work under the direction of the news editor. Certain rules of construction are followed in the writing of headlines. Read the news headlines below and try to discover some of these rules.

A. FOUR ESCAPE PEN IN DARING BREAK

B. BOGUS AIRPORT STAFF HIJACKS GOLD CARGO

C. OIL SANDS EXPECTED TO NET RICHER YIELD
Recovery Estimates Tripled

D. CITY YOUTH WINS OLYMPIC MEDAL

E. COUNCIL STRIKES MILL RATE

F. HEALTH FURORE REGRETTED
C.M.H.A. President
Denies 'Vicious Attack'
Label

EXERCISE II: Examining News Headlines

1. Headlines should refer to the main idea of a news item in a way which attracts attention. The majority of head-

lines convey complete thoughts. They usually contain a subject and a strong verb. Do all the headlines above express complete thoughts?

2. Which of the headlines contain strong and vivid verbs to convey their messages?

3. Do any of the headlines contain articles or conjunctions to help express meaning?

4. Which of the headlines contain colorful adjectives to attract the reader's attention?

5. Are end-punctuation marks used in any of the headlines?

6. Headlines C and F contain secondary headlines. Compose secondary headlines for headlines A, D, and E.

7. Rewrite the headlines below so that they will be more forceful and interesting.

 (a) ALL THE MEMBERS ELECTED TO CITY COUNCIL ARE WOMEN

 (b) THE AGE FOR CAR DRIVERS' LICENSES HAS BEEN RAISED TO EIGHTEEN

 (c) THE INDIAN POPULATION OF CANADA MAY INCREASE FROM 200,000 TO 400,000 IN THE NEXT TWENTY YEARS

8. Use some of the rules you have discovered for writing news headlines and write headlines for each of the news summaries below.

 (a) A policeman captures a fugitive after a bank robbery.

 (b) A school-board report recommends that schools operate six days a week.

 (c) Three scientists have photographed a spaceship.

 (d) Mr. Smith, a local fireman, inherits $500,000.

 (e) An intelligent scholar at your school invents a homework machine.

9. Write secondary headlines for two of the headlines that you wrote in Question 8.

Getting More From Your Newspaper: Understanding the News Story

Have you ever noticed how an important news story is arranged on the front page of your paper? Most stories are written so that the climax, the most important part of the story, is revealed at the end. But an important news story is arranged differently: the important part of the story comes first. It appears in the very first paragraph or *lead*, as in the example below.

Gales Hit Britain

Main Headline
1

350 At Aberfan Flee River Flood

Secondary Headline or "Deck"
2

By DON McGILLIVRAY
[The Herald's London Bureau, Copyright, 1967]

Dateline
3

LONDON — Gale force winds hit Britain today, blocking roads and railways with fallen trees and power poles. In Aberfan—scene of the coal tip disaster almost exactly a year ago — 350 people spent the night huddled in schools on high ground after they fled the rising waters of the Taff River.

Lead
4

The first storm of the fall was expected to bring winds of gale force 10 to the London area later today. Warnings of winds of gale force 8 and 9 were issued for the rest of the country.

Body
5

The winds howled through London all night and this morning three rail lines were blocked by fallen trees and many commuter services were late.

One road near Rochester in Kent had to be closed to all traffic when high voltage power lines blew down and tangled in trees.

The London weather office said the gale was the worst recorded in more than two years. Gusts up to 60 miles per hour were reached in London and up to 76 miles per hour in the Channel Islands and on the south coast.

Police warned drivers on main highways to stay below 40 miles an hour because of the risk that cars would be blown across the road into the path of oncoming traffic.

SHIPS SCATTER

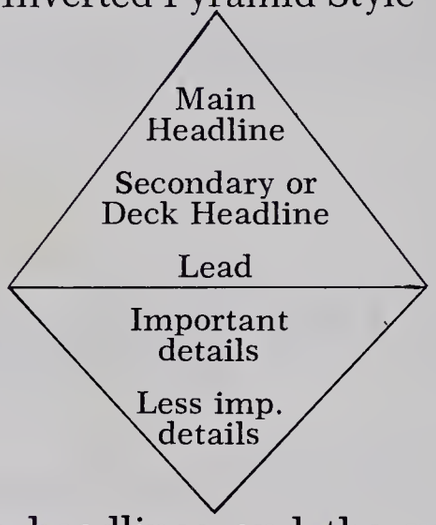
Ships dashed for cover in the nearest ports and lifeboats had to be sent out to others being pounded in the heavy seas.

The Calgary Herald

Body
5

Most news stories are written according to a definite pattern or formula. News writers call this method of writing the inverted-pyramid style. This style demands that a good news story present the important facts quickly by answering the questions *Who*?, *What*?, *When*?, and *Where*? in the lead paragraph. Sometimes, the questions *Why*? and *How*? are also answered in the lead.

Inverted Pyramid Style



After reading the headlines and the very first paragraph of a well-written news story, you should have a good idea of the news event. If the news story really interests you, you may then proceed to skim or read the story for more details. If the story is not of particular interest to you, you may leave it, having obtained the essential facts.

Examine the parts of the news story on page 125. Pay particular attention to the *lead*, the paragraph with the important facts.

EXERCISE III: Analysing a News Story

1. List the five parts of the news story as they are numbered in the news clipping on page 125.
2. Would you classify this news story as primarily a national, international, or local news event? Which part of the news story helps you to decide?
3. Does the main headline express a complete thought?

4. Does the first paragraph answer all the questions: *Who?*, *What?*, *When?*, *Where?*, and *How?* Which question or questions does it not answer?
5. In what order are the questions answered? Does this appear to be a natural or logical order of presenting information in a news story? Explain.
6. Rewrite the first paragraph of this news story so that it answers *all* the questions suggested in the inverted-pyramid style of writing.
7. Skim through section 5 of the news item in less than a minute. Write down four specific details you recall from your skimming.
8. Write the *lead* or first paragraph for two of the news headlines below. Remember to include as many of the five W's (lead questions) as possible in your paragraph.

 (a) SEA MONSTER SPOTTED OFF B.C. COAST

 (b) FOURTEEN-YEAR-OLD WINS SWIMMING LAURELS

 (c) MORE HOMEWORK NECESSARY SAYS AMERICAN EDUCATOR

 (d) IMMIGRATION LAWS RELAXED

 (e) PSYCHOLOGIST PROVES TEENS MORE RESPONSIBLE TODAY

Get More News From Your News Story: Learn to Skim

Have you ever noticed that most newspapers organize their news stories in columns? One of the reasons for arranging news items in this way is to permit faster reading. A good newspaper is designed to help you absorb a great deal of material by skimming.

Newspaper skimming is a very fast method of reading by which your eyes move quickly down a column of print. At the same time, your brain registers and records the messages most important to you. Experienced newspaper readers have mastered the skill of moving their eyes down the middle of a column and taking in as broad a span of words as possible.

With just a little practice, this method of skimming will enable you to read at least twice as much material as you can cover in the same time through conventional reading. Practise skimming the two news stories which follow. Do not read them as you would an ordinary story. Instead, make an effort to keep your eyes within the column area. Move your eyes down this area quickly to get the idea of each new item. Take no longer than fifteen seconds for each of the two stories.

Low Tide Grounds Huge Whale

DIGBY, N.S. (CP) — The receding Bay of Fundy tide left a 20-foot finback whale trapped on the shores of Digby Basin. But it ended happily.

The whale, estimated to weigh 3,000 pounds, entered Digby Basin Saturday and became beached near a lobster storage pound.

Fisheries department officials found the whale in good condition. Digby Mayor Clayton Snow arranged to have continuous streams of salt water pumped over it.

Policemen kept curious residents at a distance.

When the tide rose Saturday evening, a rope was tied to the whale's tail and a fishing dragger towed the mammal to open water.

It was the second finback whale beached in Atlantic Coast waters so far this year. A larger whale, dubbed Moby Joe, and later Moby Josephine, became trapped in a small pond at Burgeo, Nfld., early in January.

The whale died of infected gunshot wounds, inflicted by Burgeo residents.

The Edmonton Journal

Mounties Oust U.S. Mobster

A member of the Mafia paid a brief visit to Edmonton Tuesday as he was being deported from Northern Alberta.

Samuel Mannarino alias Salvatori Ruggieri, 60, of New Kensington, Penn., was deported on orders from the Director of Immigration in Ottawa. The RCMP picked him up while he was hunting north of Grande Prairie. He had been in Canada five weeks.

Mannarino did not oppose the deportation order and left the city by plane, bound for Las Vegas.

S. N. Empson, District Immigration Officer in Edmonton, said, "because of his previous criminal convictions in the United States, he was in the prohibited class from entering Canada."

Mannarino's criminal record dates back to 1927.

In 1957 Mannarino was checked by the FBI as one of the participants of the Appalachian meeting held by members of the Cosa Nostra. He acknowledged belonging to the group.

The Edmonton Journal

Vary Your Reading Speed

One of the big advantages of skimming a news column is that this technique helps you to locate more quickly what you want to read more thoroughly. As you skim and find something of interest to you, you should slow down and begin to read in the conventional manner so that you can get the full details of the story.

You can skim many news stories without losing much of their content. In fact, some experienced news-column skimmers can read the entire front page of a newspaper in less than five minutes.

As a rule, don't skim such material as editorials, letters to the editor, or significant news stories. Read items such as these slowly, so that you can follow the writer's reasoning and understand fully the points made.

EXERCISE IV: Practise Your Skimming Skills

Take no more than *fifteen seconds* to skim the news article on the right. Then answer the questions that follow, without reference to the news article. After you have completed your questions, skim through the article again to locate the correct answers.

Clarke Defends His CYC

Volunteers in the Company of Young Canadians may not be entirely clean-cut, but they're dedicated.

Alan Clarke, director of CYC, commented in Edmonton Tuesday on recent criticisms made by several residents of Faust.

"We have fewer beards and less long hair than the fathers of confederation," he retorted.

The young volunteers care little about the material benefits they receive.

HELP DEVELOPMENT

"They are interested in helping our nation develop," Mr. Clarke declared.

The Edmonton Journal

Indicate Whether Each Statement Below Is True or False

1. The letters CYC stand for Canadian Youth Council.
2. Most CYC members are said to be dedicated.
3. CYC members have recently asked for pay increases.
4. Most CYC members are high-school dropouts.
5. One-third of CYC members are residents of Stratford, Ontario.
6. CYC members are not permitted to grow beards.
7. The number of CYC organizations has grown from 20 to 50 in the last year.
8. CYC workers are interested in helping the nation develop.

EDITORIALS ARE DIFFERENT

A good news story reports the facts. It does not reflect a writer's opinions or interpretations; instead, it concentrates on facts such as names, places, times, and events. The good news story is not biased or slanted to reflect any particular view. Emotionally-charged statements, such as "The puppet leader of leered at certain U.N. delegates", have no place in a well-written news story. Such statements carry an unfavorable emotional tone and reflect very evident bias in news writing.

One section of the newspaper that is reserved for opinion and interpretation of the news is the editorial page. Here, editorial writers comment on, and express the official opinion of the newspaper on, matters of local, national, and international concern.

Editorials differ from news stories, but often they are based on current news stories that appear in the paper. In such editorials, the editor may interpret the news story and comment on it. He may try to convince readers to pursue a certain

course of action, or he may commend an individual or a group for some service performed.

From News Story to Editorial

Here is an example of how one editor of a large city newspaper editorialized on two news events which were reported on consecutive days in his paper. Read the items below, to see how the editorial grew out of the two news stories.

A. News Story 1

Third Scooter Fatality

The third fatal motor scooter accident in the past two weeks has claimed the life of a 16-year-old city youth.

The death of John King of Grove Crescent this afternoon brings the total of fatal accidents this year to 37, the highest ever in one year.

The youth was pronounced dead on arrival at Mercy Hospital following the accident at Cameron Street and Third Avenue shortly before 5 p.m.

The youth was riding his scooter north on Third Avenue, when it was in collision with a bus travelling west across Third Avenue, police said. Several citizens, including a doctor, administered first aid to the youth at the scene of the accident.

B. News Story 2

Province To Make Review Of Scooter Legislation

Highways Minister Gordon Taylor said today a "careful reappraisal" will be made of scooter legislation in Alberta.

Two youths have been killed in scooter accidents since last Saturday, but Mr. Taylor said the fatalities haven't necessarily prompted the review.

"We have been considering the review right along. There is a feeling 14 is too young for a boy to drive a scooter. For the most part the legislation has worked well, but this is what will have to be carefully analyzed."

The Alberta Motor Association met with Mr. Taylor Wednesday asking for an amendment to the legislation which would require chinstraps on safety helmets to be done up at all times.

Mr. Taylor said recommendations from the Canadian Highway Safety Council will also be considered.

Any proposed changes in the legislation which come from the reappraisal will be presented to the session of the Legislature next spring.

The AMA, during the meeting, also pointed to what was called an urgent need for dividers on four-lane highways — particularly the stretch from Nisku to Edmonton.

Mr. Taylor felt raised dividers present additional hazards and said the proper solution is to build the second part of the highway — "which is not too far away."

The Edmonton Journal

C. The Editorial

14 is too young

THE ANSWER TO the shocking number of serious injuries and deaths in scooter accidents is not, as Mr. Gordon Taylor suggests, to "carefully reappraise" the problem, but to eliminate it.

Alberta has foolishly permitted children (and they are childen) between 14 and 16 to obtain motor scooter licences — something permitted in neither Saskatchewan nor British Columbia. And we have failed to clamp adequate safety controls on the use of scooters generally, by *all* youngsters.

Scooters may have been, some years ago, playthings. They are no longer. Many motor scooters on the market, by virtue of speed and horsepower, are motorcycles. Very few children under 16 are sufficiently mature to cope with them.

The rate of serious injuries and deaths suffered in scooter accidents is far more than that suffered in automobile accidents.

Scooter clinics — the kind sponsored by well-meaning service clubs, policemen, radio stations and safety officials — are not the answer. The problem has mushroomed beyond voluntary measures.

The time has come for Alberta to:

- Raise the legal age for scooter licences to 16 years;
- Punish violations of this rule by confiscation;
- Institute a system of compulsory safety-checks as a condition of periodic licence renewals;
- Make mandatory the fastening of safety helmets.

The province has been lax in laying down sufficient safety controls. Parents have been lax, too irresponsible in many cases, to exercise the needed control and discipline at home.

The result, for several families, has been disaster.

The time is overdue for a crackdown. And if a crackdown seems too harsh, consider for a moment the number of accidents!

Governmental inertia and parental laxity have opened the lid of a Pandora's box of safety problems. It's now up to the minister of highways to ignore the inevitable howls of anguish and slam it shut.

The Edmonton Journal

EXERCISE V: Analysing the Editorial

1. What is the main difference between the editorial and the two news stories?
2. Is any reference made in the editorial to either of the news stories? Explain.
3. List four facts stated in the editorial.
4. List three opinions stated in the editorial.
5. List any emotionally-charged words you can locate in the editorial. Explain the connotation of each of the words you have listed.
6. Are any emotionally-charged words used in either of the two news stories?
7. Explain the second-last sentence of the editorial, using your own words. You may refer to a dictionary or other reference books for help.
8. Many editorials end with one or more positive suggestions or courses of action. State the general suggestion of this editorial in a single sentence.
9. Most editorials can be classified into one of the following categories:

 (a) explanatory (informing the reader)
 (b) humorous (entertaining the reader)
 (c) laudatory (showing appreciation for an achievement or service)
 (d) interpretive (interpreting for the reader)
 (e) critical (seeking reforms)

 Into which of the categories above would you place the editorial on scooter legislation? Explain the reason for your choice.
10. Do you agree with the writer's view as it is stated in the editorial? Explain.

11. Into which of the categories listed in Question 9, above, would you place each of the editorials that follow? Do any of the editorials appear to fall into more than one category?

A.

Thanks, neighbor

THERE HAVE been innumerable gestures of friendship between Canada and her southern neighbor, the United States.

And the assistance America so willingly provided to storm-stricken Southern Alberta is another indication of the good will that exists between our two countries.

Many persons pitched in to help farmers and ranchers who battled desperately to save herds of cattle and newborn calves trapped by the storms.

The U.S. government, through its consul-general in Calgary, promptly offered the Alberta government use of two helicopters from Malmstrom Air Force Base near Great Falls. The offer was accepted and they have been dropping feed to starving cattle.

Canada insists on paying a nominal fee for their use. And that is only reasonable and right, in no way lessening our gratitude for ready help in time of trouble.

The Edmonton Journal

B.

Moonlighter

SURVEYOR III has started a two-week rest after 10 days of solid digging on the moon. Otherwise, no doubt, it was going to run into trouble with the union.

The Edmonton Journal

C.

Why not oust the indolent!

FEW THINGS make Members of Parliament more annoyed than newspapers commenting on poor attendance in the Commons and committees.

The cynic might say it's a guilty conscience.

This week, for example, four delegates from the British Columbia Federation of Agriculture travelled two-thirds of the way across North America to present a report to the Commons transport committee. And guess what? When they arrived, the 25-member committee couldn't even muster a quorum — 13 MPs. Some of them were still away from Ottawa on what one report euphemistically termed "weekend visit to their home ridings." Apparently the old Tuesday-to-Thursday Club flourishes still.

Two members of the B.C. delegation had commitments elsewhere: they had to leave Ottawa without seeing the committee. The remaining two agreed to wait around for a while.

They are entitled to be just as indignant as any MP has ever been when his attendance has been questioned. Indeed, we suspect a great many Canadians would share the delegates' indignation: it was a nasty slight to well-meaning citizens.

There was a suggestion that when MPs' salaries were doubled — to the equivalent of more than $20,000 a year — the country would get correspondingly better service. How gallingly ill-founded that hope has proven!

Now, according to theory, MPs lose part of their pay when their absences are excessive. It might be better if, instead, they automatically lost their seats.

The Edmonton Journal

D.

Job for grass roots

WE APPLAUD THE Canadian Chamber of Commerce for its economic opportunity program and hope local groups will take full advantage of it.

It is an imaginative and *positive* program for an organization which has, perhaps, been too widely known for negative attitudes.

For local groups, especially in smaller communities, it promises a double benefit. It offers local businessmen a way to do something about the future of their communities far beyond some of the nebulous promotion schemes of the past.

As well, it will bring local people face to face with the real problems of their community. Cries of doom at the prospect of a new highway bypassing the community or a railway branch line being abandoned, for example, do no good. When this is realized, a good part of the problem is already solved.

It will require dedicated and intelligent effort on the part of local businessmen to make the program work.

But the incentive is great. The very lives of many small and not-so-small Canadian communities are at stake.

The Edmonton Journal

E.

The exams revolution

IN WHAT VANCOUVER school superintendent Dr. R. F. Sharp calls one of the major changes in the history of the school system, traditional fact-recall examinations have been virtually abolished.

Instead, said Dr. Sharp in a memorandum to all teachers, "the procedure to be followed places emphasis on the development and achievement of pupils as observed by the teachers working with them day by day.

"It is intended to free teachers from the domination and restrictions imposed upon them when final examinations are duly emphasized and are used as the main motivating force for learning."

The step is part of a widespread move away from traditional forms of examination for evaluation of students. Formal examinations as such are becoming only one of many forms of evaluation.

In Alberta, besides loosening the iron grip of the external examinations, educationists have sought to reform the examinations themselves and the system surrounding them. The results will be awaited with interest.

Grade 9 examinations in some subjects the past two years have been radically different from former examinations.

Besides being designed to give a more penetrating analysis of a student's capabilities, the examinations have the added virtue of being almost impossible for a teacher to teach directly toward.

At the Grade 12 level, pressures are mounting to extend the range of matriculation subjects good for university entrance. This would allow a student to specialize in the area of his main aptitudes and abilities rather than trying to master academic subjects which are irrelevant to his future plans.

Either way, the goal is decentralization of curriculum development and control virtually to the classroom level in recognition of the diverse needs and abilities of children. At the same time, a greater degree of professionalism will be both allowed to and expected of teachers as they take on greater responsibility.

In the meantime, there is some evidence of results al-

ready. Vancouver principal Kenneth McKenzie, whose high school abolished many examinations a year ahead of schedule, is quoted:

"I was amazed how much better the results were. Those who formerly were good at cramming at the last moment for exams and thus getting top marks, no longer got them. Those who worked well and consistently through the year ended up on top . . .

"We found that the old idea that exams were essential to hold over the student as a club was a myth. Most studied better without the exam threat."

The Edmonton Journal

12. Debate the topic: Scooters Should Not Be Permitted on Our Highways. Refer to debating rules in Chapter IV.

Editorials Are Timely

The expression, "Nothing is as stale as yesterday's news", is almost as true of editorials as it is of news stories. Most editorials are concerned with some current topic of local, national, or international interest. In such editorials, the writer usually takes some position on the topic and tries to persuade his readers to agree with him.

Often an editorial is critical of some action or decision, and the editor, again, tries to persuade and convince his readers that his criticism is just and warranted. He does this by winning the reader's sympathies early in the editorial; then he proceeds to express definite opinions and to support these opinions with facts. Finally, he reaches a conclusion and poses it in the form of a suggestion or course of action.

Extreme sarcasm or ridicule must not be the editor's weapon. Instead, the editorial should reveal logic, satire, or wit, to win reader support. Last of all, the editorial should be short. Even the most logically developed opinions, based on the soundest facts, fail to hold the reader's interest if the argument presented is too involved or too detailed.

EXERCISE VI: Write an Editorial

Write an editorial of not more than 150 words on some recent development in your community. Use, as the basis for your editorial, a decision made by a club, a town council, a school board, or some other group or individual. You are to agree or disagree with this decision and to express your opinions, basing them on facts. Be certain to reach some conclusion and state it in language that is precise and interesting. If you refer to any individuals in your editorial, use fictitious names for them.

FROM EDITORIAL TO PUBLIC REACTION

Often an editorial, or a news story, arouses its readers. Some readers are so strongly moved by an editorial that they react to it by writing to the *Letters to the Editor* section of the newspaper. Of course, not all letters which are received by the editor are printed. Any letter sent to the editor must be signed, but the writer may request that a *pseudonym* (that is, a fictitious name) be used if the letter should be published. Libellous statements in a letter are deleted or the statements are reworded to protect the writer and the newspaper from legal action. Letters are edited for errors in spelling and grammar.

Following are two newspaper readers' reactions to the "scooter" editorial on page 132. Read the two letters carefully, noting the facts and opinions expressed. Then answer the questions that follow.

A.

Too Young

Are we deliberately trying to eliminate our youth between the ages of fourteen and sixteen? Why don't we ask ourselves this question when we consider the death rate of youngsters who are issued licenses at the tender age of fourteen to sixteen?

Who in our licensing branches is really convinced that a fourteen-year-old should be allowed to endanger himself on a scooter which provides ab-

solutely no protection? Have we parents forgotten what a fourteen-year-old boy is really like? Have we forgotten that he's just a little older than he was when he cried as his mother bandaged his stubbed toe or massaged his bruised ankle?

Certainly, a youngster may want a scooter. But if he wanted poison or a live hand grenade, would we parents give him these things?

No child should be allowed to drive a scooter or car until he is eighteen years of age. In the meantime, make driver training compulsory for all high school students.

28 Cedar Avenue R. Rogers

B.

Are Scooter Drivers to Blame?

Are all scooter accidents the result of carelessness on the part of the driver of the scooter? I know of several cases where the driver of the scooter was blameless, and the accident would not have occurred had car drivers exercised just a little more care and patience. If both scooter driver and car driver drove defensively, there would be fewer car-scooter accidents.

Let's not label every scooter driver as a careless teenager. Some of our young drivers are extremely careful and safety-conscious. Many adult drivers could learn a great deal from them.

If only motorists had a little more respect for one another, many accidents could be prevented. It seems that most car drivers just can't stand to be delayed for a few moments. They simply can't tolerate anything on the highway that slows them down for any length of time. Some car drivers think the highway is their private property and think nothing of cutting across in front of scooters, causing near-accidents.

Some idiot car drivers should be forced to drive scooters to appreciate the problem of the poor fellow on a motorbike.

Scooters are a convenient and economical method of transportation. They're here to stay. Far more people are killed by teenagers driving cars than the scooter has ever killed. I agree, however, that a scooter operator should be older than fourteen years of age.

48th Street Disgusted

EXERCISE VII: Learning About Letters to the Editor

1. Which of the writers uses a pseudonym? Can you think of any reasons why he or she may have done this? Explain.
2. Letters to the editor often reveal a great deal about the writer. Describe each of the writers as you imagine him or her to be.

3. Does the writer of each letter concern himself primarily with facts, or with opinions? Explain.
4. Which of the letter writers appears to present his case more effectively? Explain why this letter impresses you.
5. Do either of the letters contain words that are emotionally charged? List any words in the letters that seem to reveal the writer's bias.
6. For what purpose is letter A written? For what purpose is letter B written?
7. Study the letters to the editor below. State the purpose each of the writers had in mind as he wrote each letter.

School Costs

Editor, The Bugle:

While the aldermen of our town are trying to find a way of cutting down the school estimates, it would be a good thing for everyone to consider what they really want for their children.

Do we really want to pamper the coming generation with the kind of luxuries we provide for them in their schools? Is soft living the best way to prepare them for the hardships of adult life? I well remember when I was at school in England, living, working, and playing games in conditions which would make many a modern student pale under his long hair. Our classrooms were built of thick stone, unheated except on the coldest of winter days. We showered in cold water, ate simple, cheap, but nourishing food, and broke the ice in our toothmugs before cleaning our teeth. And I have enjoyed seventy-three years of almost perfect health.

Many people, I'm sure, would agree with me in this matter, but are afraid of seeming to begrudge their children luxuries which they themselves were never able to enjoy. But perhaps the real problem is that *adults* have become soft, and dare not ask their children to live less easily than they do. Hard work, exercise, and discipline form the basis for a good life, not hot water in the taps and a taxi-service to school. Perhaps we could not only save ourselves a great deal of money, but also give our children the priceless gifts of health and happiness.

J. Edwin Macpherson

Honesty

We are always reading in the papers about thefts, brutal attacks, murders, and other crimes. But the world isn't as bad as it seems, as I have recently discovered.

My son dropped his wallet two weeks ago, with quite a large amount of money in it. We had given it up for lost two days later, when a gentleman telephoned to tell us that he'd

found it, and had tried everyone of our name in the telephone book so that he could return it. Yesterday, my husband went to collect his car from the parking lot, and found that someone had damaged it quite badly. On the windshield was a note giving a name and address, an apology, and a confession of liability. This person will pay for the repair, which we would have had to pay for had he not been honest enough to leave his name.

So there are still some honest, helpful people in the world, in spite of appearances.

Mrs. Alf Pring

8. Select from recent issues of your newspaper, and bring to school for discussion, three letters to the editor which are of particular interest to you. Decide on the purpose each of the letters was designed to serve. Discuss how the writer of each letter achieved his purpose.

EXERCISE VIII: Write a Letter to the Editor

Write a letter to the editor based on either the editorial or the news story below.

A.

Time to get tough

A PERSON FOUND driving while his licence is suspended still does not seem to be much of an offender in the eyes of magistrates.

Recently, several of these offenders have been fined a mere $20 or $30.

Fines have ranged from $20 to $150, still a long way from the maximum of $500 or six months in jail. This is an astounding and distressing state of affairs. Even the maximum fine now permitted is too lenient.

Drivers whose licences have been suspended seem to have little to fear. Only if they are caught by a police spot check or law infraction (and with the number of cars in the city, the odds are heavily in favor of the criminal) are they in any form of trouble.

And the possibility of a fine of only $20 makes that risk easily worth taking. A magistrate levying a fine of $20 is in effect condoning the contempt the offender is showing toward the court which originally suspended his licence — and for the whole body of law.

There are plans for new provincial legislation to toughen the penalties for this offence. In the meantime, let's make that *maximum* fine the *minimum*.

The Edmonton Journal

B.

Report Cards

Comforters Of Parents Say Not Even Teachers Like 'Em

Times-Post News Service

Parents anxiously awaiting their youngsters' final school grades may be consoled to know that nobody likes these cards — not even the educators.

Ideally, report cards are intended to be accurate, objective summaries of a child's school experience. But often they are not at all.

An honest teacher will readily admit that no matter how hard he tries he cannot always accurately judge what a student has learned. And the grade itself, whether "A" or "D," is a slippery conglomeration of test scores and teachers' prejudices about gum chewing, students' clothes and assorted unknown feelings.

A "C" paper to one teacher may be an "A" to another, and the same teacher looking over a paper a second time may even grade it differently.

The National Education Association in the U.S. has given the grading system a failing mark, calling it outmoded, cramping, distorted and a nuisance to good teaching and learning.

NEA calls for teacher evaluation committees to decide what, in each course, is worth evaluating and how to measure these areas. All data from teachers would then go to special student advisers.

But even while report cards themselves are flunking out, they still continue to exert almighty influence. The difference between a "C" and a "B" can determine whether a student goes to college, gets a certain job or gets drafted.

And parents tend to regard report cards as sacred cows: If the school says so, it must be right.

The Edmonton Journal

First, decide on the purpose your letter is to serve. Then plan your letter and state your arguments so that you reach some logical conclusions.

What's the Score?

One of the most interesting parts of the newspaper is the sports section. Here, regular sports writers rely on colorful adjectives, vivid verbs, and interesting figures of speech to help combine fact and opinion into an effective story.

Sports writers have a unique writing style. Read the article below to discover how this style differs from that usually used in a front-page news article. Then answer the questions that follow.

Eskimos Rally to Upset Alouettes

Capture Grey Cup With Two-TD Burst in Final 8 Minutes

BY GORD WALKER

Edmonton Eskimos, pitied in public, humiliated in print, and underestimated all down the line, gave Western Canada its second Grey Cup in postwar years Saturday with an almost incredible 26–25 decision over Montreal's great Alouettes.

In what was the most exciting, most heart-throbbing, most contentious and fumblingest game of them all, the indomitable Eskimos amazed a Varsity Stadium audience of 27,321 and countless million TV watchers with a two-touchdown rally in the last eight minutes.

Jackie Parker, who runs as neatly as a Bowery bum dresses, created Canada's greatest postwar football upset after a 95-yard gallop with an Alouette "fumble" to tie the score at 25-25. Large Robert Dean placidly hit convert alley for the extra point that won it.

Hitting crisply from their confusing split-T alignment in the first quarter, Edmonton shocked the Eastern football world with an early touchdown lead, lost it, picked it up again, and trailed by 18-14 at half time.

Their expected collapse appeared confirmed when Joey Pal grabbed a 13-yard touchdown pass to give the Als a 25-14 lead halfway through the final quarter. But the Esks, who never gave up on themselves, summoned the strength for an 85-yard touchdown drive to reduce the spread, and to set up Parker's winning score.

It was a game dedicated to fumbles. Each side lost control of the ball seven times, but whereas the Esks recovered five of their errors, the unhappy Alouettes lost six of theirs.

Their alert ball-hawking undoubtedly contributed more to the Edmonton victory than anything they accomplished in the punt, pass and rush departments.

The mighty Alouettes, supreme rulers of Eastern football, suffered the agonies of their most jittery game of the season. Despite the awesome crunching of Edmonton's ground attack, Alouettes had a slight advantage in rushing, a tremendous edge in passing, and a comfortable margin in kicking.

In short, the red-sweatered crew only needed to hold onto the ball to prove conclusively what everyone in the East said about them — that they were the greatest team in Canadian history.

Chuck Hunsinger, until the movies show differently, will have to wear the goat horns of defeat. It was his wild pass that Parker retrieved for his lengthy touchdown gallop.

The former Chicago Bear was called for a running play, on first down at the Edmonton 10, with less than three minutes to go. Trapped, he suddenly tried to pass to a teammate. His aim was poor. The ball went forward a few yards, fell to the ground, where Parker nailed it.

It may become the most debatable play of the years. Was it a fumble? Was it a screen pass? Officials ruled it wasn't the latter, otherwise play would have been dead when the ball hit the turf.

The Globe and Mail

EXERCISE IX: Getting the Most from Your Sports Story

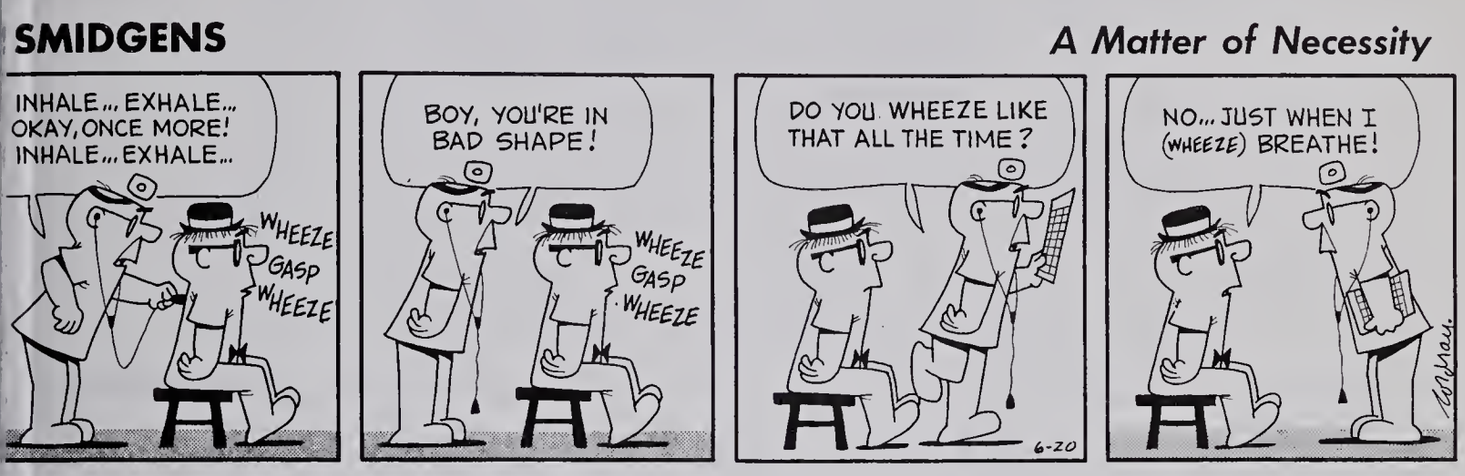
1. How is the sports article on page 143 like a news story? How does it differ from a news story?
2. Which of the five W's (*Who?, Which?, Why?, Where?, When?*) are answered in the lead of this article?
3. What is the purpose of the string of adjectives in the second paragraph of the lead? Do you find them effective? Explain.
4. Find two colorful images used in the story. Do you think they are successful? Explain.
5. Are any opinions expressed in the article? Does the writer attempt to support them with facts?
6. Find three colorful and appropriate adjectives used by the writer in the body of the article. State why these adjectives are particularly descriptive.
7. Rewrite the lead of this sports story as it would appear in a serious news story. Remember to include as many of the five W's as possible.
8. This sports story was written by a Torontonian. Rewrite the headlines, the lead, and the body of the article as either an Edmontonian or a Montrealer might report it. Limit your sports story to not more than 150 words.

Humor in Newspapers

Not all sections of a newspaper deal with serious news reporting and weighty opinion. Cartoons, comic strips, humorous articles, and even editorial fillers reveal the lighter side of a newspaper's personality. Humorous columnists, too, often add a light and refreshing touch to the serious business of news reporting.

Examine the humorous newspaper clippings which follow, and try to discover the variety of ways in which a newspaper may entertain you.

A.



B.



"There's nothing on TV, my record player is broken, and father's on the phone. I guess the only thing I can do is my homework."

C.

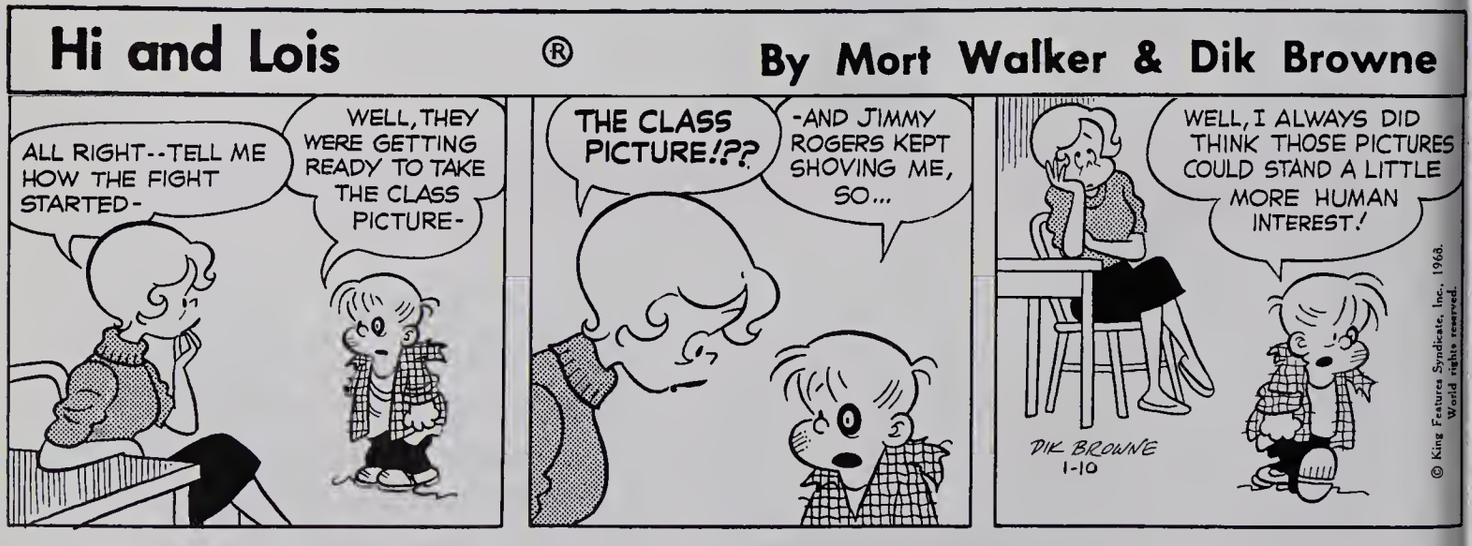
Price Squeeze

The growing incidence of bank robberies — and the increasing size of the loot — is no doubt traceable to many factors. But has anyone thought of the higher cost of living?

D.



E.



Courtesy King Features Syndicate

F.

Art Evans

Intelligence Pills

THE STORY about the fellow in Germany arrested for selling "intelligence pills" brought back memories of an old joke.

The guy in the joke sells "smartening up pills" which are really jelly beans. A customer buys a box, bites into a pill and says, "Say, these taste just like jelly beans."

Then the salesman delivers the punch-line: "You see, you're beginning to smarten up already."

The man selling intelligence pills wasn't too intelligent himself. He claimed they were a guaranteed cure against stupidity and that alone should have made people suspicious. History suggests there is no such cure.

The salesman made another mistake. He sold the pills to parents to give them to their children who might not be doing too well in school. He should have sold the pills for the use of the parents. Then they could have helped the children with their homework.

If parents were only brighter, correct answers to homework assignments would increase correspondingly. My Father was an absolute dud at figuring how many pieces of apple pie 5½ farm laborers would consume after milking 62¾ cows. With help like that it is a wonder I wasn't a drop-out in grade three.

Intelligence pills aren't the answer. People would figure that if one box made them smart, two boxes would make them twice as smart, and there's no telling where the side-effects would lead.

★ ★ ★

AMATEUR DAY

IF YOU CALL at an office whose occupant is about to move his furniture to another office across the hall, get out of there as fast as you can.

Whatever you do, don't volunteer to help. I did earlier this week and it was like getting mixed up in a Marx Brothers movie.

For a starter we hefted a large shiny desk and got stuck in a doorway.

"I can't understand it," said my friend, dropping the desk on my instep. "We didn't have any trouble getting it in here." (Personally I think the office was built after the desk was in position.)

Then somebody had a brainstorm. Take off the door. This was positively brilliant except for one little snag — the door. Before the hinge bolts yielded we had borrowed enough tools to open a hardware.

Now, after the door is off and the desk is carried out, my friend tells me it wasn't necessary to take off the door after all. He has suddenly remembered how he got the desk in the office in the first place, by tilting it a certain way.

It was a long struggle but finally amateur day was over and there was the satisfaction of having helped a friend. Most backaches disappear in a day or two, and even if my suit can't be repaired it was an old one anyway.

The Edmonton Journal

G.



"Dear Mr. Heward Grafftey, MP . . . In response to your plea of March 9, 1967, comma . . ."

A Source of Service and Information

In addition to news, sports, editorial, and entertainment pages, most newspapers carry a wide variety of columns and features of special interest and appeal to their readers. Financial pages, advice columns, theatre timetables, radio and television logs, and columns on hobbies, sports, books, and fashions are a few examples of this type of newspaper service. Examine your local paper to discover the wide variety of service features it offers.

Advertisements Are Necessary

Are newspaper advertisements really necessary? How do they assist you in shopping for groceries, renting a home, buying a car, or selling a scooter? What percentage of your newspaper is allotted to advertising space?

More than half the space in most newspapers in Canada contains advertisments. Advertising keeps a newspaper in

business; if a paper fills less than fifty per cent of its total space with advertisements, it may lose money. Without advertising revenue, most publishers would have to raise the price of their newspapers.

Advertising is a form of news. Many people buy and read newspapers for the advertisements.

The cost of advertising depends upon both the size of the advertisement and the circulation (that is, the number of copies sold) of the newspaper. A small classified advertisement, offering some household effect for sale, can often be bought for as little as a dollar, even in a newspaper with a large daily circulation. On the other hand, a full-page advertisement may cost over a thousand dollars.

According to newspaper statistics, most people enjoy reading advertisements. The same statistics indicate that the most avid readers of newspaper advertisements are girls.

THE MAGAZINE

Like newspapers, magazine are sources of news, information, and entertainment. But, unlike newspapers, magazines are usually published for specific age or interest groups. News magazines generally appeal to adult readers and senior students; fashion magazines appeal to the style conscious; farm magazines usually interest rural dwellers; and sports magazines appeal primarily to sportsmen.

Choosing a suitable magazine from the dozens of publications you see on the news stands may be quite difficult. Of the thousands of magazines printed in Canada and the United States, most fall into one of the twelve categories below.

1. National and International News
2. News in Pictures

3. General Interest (Hobbies, for example)
4. Homemaking
5. Travel
6. Sports
7. Outdoor Life
8. Science
9. Farming
10. Young People's Interests
11. Condensed Stories and Articles
12. Fashion

EXERCISE X: Getting the Most from Magazines

Obtain copies of magazines, one for each of at least three of the categories listed above. One of them should be a news magazine. Examine them carefully, and answer the questions that follow.

1. What is the most important difference between the news magazine you have examined and a newspaper you have recently read?
2. How does the cover of the news magazine differ from the front page of the newspaper? In what way is it similar?
3. Is the inverted-pyramid style of news reporting used in reporting news in news magazines you have examined?
4. How often is the news magazine you have examined published?
5. Are opinions expressed in the magazines you have examined? Do magazines contain editorials?
6. What sections does a news magazine contain that your newspaper does not?

7. Is advertising a part of the magazines you have examined? How are magazine advertisements different from those in newspapers?

8. Write a short two-paragraph theme on the topic: Magazines and Newspapers; A Comparison and Contrast

CHAPTER VI

Accuracy with the Apostrophe

THINKING ABOUT LANGUAGE

Read the sentences below. Then answer the questions that follow.

1. The boys' swimming pool wasn't very large.
2. The boy's swimming pool wasn't very large.
3. Who saw the child's tricycle?
4. Children's clothing wasn't what they sold.
5. He'll interpret the labor boss's regulations to the workers.
6. His mother-in-law's sisters were waiting in the women's quarters.
7. The ladies' dresses were very expensive.
8. The lady's dresses were very expensive.
9. Your a's look like o's and your 4's resemble 7's.
10. You're confusing the reader by using too many "and's" and "but's".





"She's so possessive with all the boys that no other girl gets a chance to talk to them. You know — a catastrophic apostrophic."

If you have read the ten sentences carefully, you have discovered that the apostrophe is used with the possessive forms of nouns, with contractions, and with the plurals of letters and numbers. Add precision to your writing by learning to use the apostrophe accurately.

1. The sentences above contain many apostrophes. Why are apostrophes important in writing?
2. How many uses of the apostrophe can you discover in the sentences above?
3. Which sentences would be most difficult to understand clearly without the use of apostrophes?
4. What is the difference in meaning between sentences 1 and 2? What is the difference between sentences 7 and 8?

EXERCISE I: Find Out What You Know About Using the Apostrophe

Your ability to use the apostrophe correctly is important in your written work. Try the test that follows to see whether you need some self-instruction in the correct use of the apostrophe.

First, write the numbers 1 to 10 down the left margin of your notebook. Then study the examples in the test below. A few of the sentences in the test are punctuated correctly and do not require apostrophes to make their meaning clear. But most of the test sentences contain a word or words which should have apostrophes to help clarify meaning.

If a sentence *does not* require apostrophes, write *correct* opposite the number of that sentence in your NOTEBOOK. If a sentence contains a word (or words) which requires an apostrophe, write the word (or words) opposite the corresponding number of the sentence in your notebook. Remember to insert apostrophes where necessary in these words.

After you have completed the test, turn to page 168 for the answers. If you have fewer than nine sentences correct, you should do the self-instruction or programmed exercises in the colored frames on the following pages of this chapter.

APOSTROPHE TEST

1. Weve followed a bears tracks for two hours.
2. Its a well-known fact that cats claws are sharp.
3. Dont you know that this clubs money has been spent?
4. All the girls brought their lunches, but the boys bought theirs at the snack bar.
5. Its many enemies lurked in the bushes.
6. Shell discover that her mother-in-laws home is only a shack.
7. The commander-in-chiefs orders were always obeyed.
8. We cant possibly get to the Joneses cabin in time.

9. Because the players uniforms were so similar, we couldnt tell the teams apart.
10. The mens bowling teams challenged the ladies teams for the trophies.
11. Too many "ifs" and "buts" weakened his argument.

HOW TO USE PROGRAMMED SELF-INSTRUCTION EXERCISES

The pages that follow will help you to use apostrophes correctly. You will notice that each page is divided into a number of colored sections or frames. Each frame has a number in the upper right-hand corner. At the left-hand side of each frame you will find the answer to the question asked in the frame that came before it. Thus, the answer to the question in Frame 1 is at the left-hand side of Frame 2. The answer to the question asked in Frame 2 is found at the left-hand side of Frame 3, and so on.

Answer to Frame 2 → b. train

a. friend
b. train
c. boss

WHICH SENTENCE BELOW IS PUNCTUATED CORRECTLY? 3 ← Frame numbers

a. The mans' car was repainted.
b. The man's car was repainted.

Answer to Frame 3 → b.

EXAMINE THE SENTENCES BELOW. 4 ← Frame numbers

a. The farmer's fields were ready for harvesting.
b. The farmers' fields were ready for harvesting.

WHICH SENTENCE INDICATES THAT THE FIELDS BELONG TO ONE FARMER (A SINGULAR NOUN)?

Nearly all the frames give you some information about the use of the apostrophe and ask you simple questions to check your understanding. Some frames ask review questions to help you remember the information presented in preceding frames.

To start your programmed exercises, cover all but the first frame on the first page of the exercises. Read the information in the first frame very carefully and write the answer to the question in your NOTEBOOK. Then move your cover sheet down so that Frame 2 can be read. You will notice, first, the answer to the question asked in Frame 1. Compare this answer with the answer you have written in your notebook and mark your answer right or wrong. Read the information and answer the question in Frame 2. Then move your cover sheet down again, read the answer given, and mark your answer. Proceed in this way throughout the exercises.

TO GET THE MOST FROM PROGRAMMED SELF-INSTRUCTION

To get the most from your programmed self-instruction exercises, please keep these directions in mind:

1. Proceed slowly.
2. Don't peek or look ahead. Your teacher *will not* mark your work or record your score in these exercises. REMEMBER THAT YOU ARE TRYING TO HELP YOURSELF AND ARE COMPETING ONLY WITH YOURSELF.
3. If you do not understand the information in any frame, REREAD IT CAREFULLY. Then, if you still cannot understand the information, ask your teacher to help you.
4. Refer to these programmed exercises whenever you are in doubt about using apostrophes.

The apostrophe has three main uses:

a. to show ownership or possession
b. to indicate omitted letters in a contraction
c. to form certain plurals

The following sentence illustrates these three uses.

Tom's certificate hasn't any "A's" or "B's" recorded on it.

USING THE APOSTROPHE TO SHOW OWNERSHIP

(On each page, cover all the frames below the one on which you are working.)

1

One of the main uses of the apostrophe is to indicate ownership or possession. Without an apostrophe, a sentence often becomes confusing or misleading.

The girls books were discovered in the bookcase.

IN THE SENTENCE ABOVE, DO YOU KNOW WHETHER THE BOOKS BELONG TO ONE GIRL OR MANY GIRLS?

2

In using the apostrophe to indicate ownership, you must first discover who the owner is. To show ownership in a singular noun, place an apostrophe and the letter "s" AFTER THE LAST LETTER of the singular noun.

woma*n*'s dress pipe*r*'s tune shi*p*'s engines lass's eyes

WHO (OR WHAT) IS THE OWNER IN EACH OF THE SENTENCES BELOW?

a. My friend's car was badly damaged.
b. The train's whistle was very shrill.
c. The boss's secretary was fired.

no

a. friend
b. train
c. boss

3

WHICH SENTENCE BELOW IS PUNCTUATED CORRECTLY?

a. The mans' car was repainted.
b. The man's car was repainted.

b.

4

EXAMINE THE SENTENCES BELOW.

a. The farmer's fields were ready for harvesting.
b. The farmers' fields were ready for harvesting.

WHICH SENTENCE INDICATES THAT THE FIELDS BELONG TO ONE FARMER (A SINGULAR NOUN)?

a.

5

WHICH OF THE SENTENCES BELOW CONTAINS A SINGULAR NOUN THAT SHOWS POSSESSION?

a. The dancers' costumes were very attractive.
b. The dancer's costumes were very attractive.
c. The dancers costumes were very attractive.

b.

6

INSERT APOSTROPHES, OR APOSTROPHES FOLLOWED BY "S", WHERE NECESSARY, SO THAT THE SINGULAR NOUNS BELOW INDICATE POSSESSION.

REMEMBER TO PLACE THE APOSTROPHE AFTER THE LAST LETTER OF THE SINGULAR NOUN.

a. He painted two stars on the ships sail.
b. That stores prices were the lowest in town.
c. A language students best friend is his dictionary.
d. James thoughts turned to adventure.

a. ship's
b. store's
c. student's
d. James's
(James' is also acceptable.)

USING THE APOSTROPHE TO SHOW OWNERSHIP IN HYPHENATED COMPOUND NOUNS

7

Hyphenated compound nouns are words such as *brother-in-law*, *commander-in-chief*, and *president-elect*. The possessive form of such hyphenated compound nouns is formed by adding " 's " after the last letter of the last word of the compound.

The president-elect's wife contributed to his victory.
His father-in-law's car was decorated for the occasion.

DO HYPHENATED COMPOUND NOUNS FORM THEIR POSSESSIVE FORMS IN THE SAME WAY AS SINGULAR NOUNS?

yes

8

WHICH OF THE SENTENCES BELOW IS PUNCTUATED CORRECTLY?

a. My brother-in-laws' wife is my stepsister.
b. My brother's-in-law wife is my stepsister.
c. My brother-in-law's wife is my stepsister.

c.

9

PLACE APOSTROPHES WHERE NECESSARY IN THE SENTENCES BELOW.

a. The commander-in-chiefs army surrendered.
b. The secretary-treasurers report was approved.

a. chief's
b. treasurer's

10

FILL IN THE BLANKS IN THE SENTENCE BELOW.

An and the letter are placed the last letter of most singular nouns to indicate ownership or

apostrophe "s" after possession or claim	USING THE APOSTROPHE TO SHOW OWNERSHIP IN PLURAL NOUNS
	Plural nouns refer to more than one person, place, thing, or idea. 11 WHICH OF THE NOUNS BELOW ARE PLURAL? geese oxen sea children wolf Charles Joneses
geese, oxen, children, Joneses	Most plural nouns end in "s" or "es". Form the possessive of plural nouns ending in "s" or "es" by adding *only an apostrophe after the final "s" or "es"*. 12 The boys' playground was very crowded. DOES THE PLAYGROUND REFERRED TO IN THE SENTENCE ABOVE BELONG TO ONE OR MANY BOYS?
many boys	WHAT IS THE OWNER OR POSSESSOR OF THE OBJECT IN THE SENTENCE BELOW? 13 Never disturb a hornets' nest.
hornets	The trappers' cabins dotted the northland. 14 DOES ONE OR DO MANY TRAPPERS OWN THE CABINS REFERRED TO IN THE SENTENCE ABOVE?
many trappers	IN THE SENTENCE BELOW, DOES ONE OR DO MANY PERSONS OWN THE CABIN? 15 The Joneses' cabin was on the island.
many persons	WHICH SENTENCE BELOW INDICATES THAT THE GRAIN BELONGS TO MORE THAN ONE PERSON? 16 a. The farmer's grain was stored in granaries. b. The farmers' grain was stored in granaries.

b.

17 WHICH OF THE SENTENCES BELOW IS PUNCTUATED CORRECTLY?

a. The trapper's lives depended on the weather.
b. The trappers' lives depended on the weather.
c. The trappers lives' depended on the weather.

b.

18 WHY IS NO APOSTROPHE REQUIRED IN THE SENTENCE BELOW?

Many trappers perished in the frigid north-land.

no ownership is indicated

19 WHICH SENTENCE BELOW REQUIRES AN APOSTROPHE BECAUSE IT INDICATES THAT MANY PEOPLE OWNED OR POSSESSED SOMETHING?

a. Fur traders lives were not very exciting.
b. Few fur traders live south of the border.

a.

20 PLACE APOSTROPHES WHERE NECESSARY IN THE SENTENCES BELOW.

a. Trappers rights are protected by law.
b. All trappers supplies must be shipped by air freight.
c. Many trappers are becoming discouraged.
d. The trappers rifle was destroyed in the fire.

a. s'
b. s'
c. no apostrophe
d. 's

21 Most nouns form their plurals by adding "s" or "es", but a few nouns do not form their plurals this way. WHICH OF THE GROUPS OF NOUNS BELOW FORM THEIR PLURALS IRREGULARLY?

a. boy — boys
b. man — men
c. child — children
d. tooth — teeth
e. box — boxes

b.
c.
d.

22 WHAT IS THE PLURAL FORM OF EACH OF THE NOUNS BELOW?

a. goose b. ox c. gentleman d. louse
e. brook

a. geese
b. oxen
c. gentlemen
d. lice
e. brooks

23

To show possession or ownership in such plural nouns as men, women, children, oxen, and other plural nouns that do not end in "s", add "'s" *after the last letter of the plural.*

men*'s* offices oxe*n's* yoke

24

IN THE SENTENCE BELOW, WHAT IS THE LAST LETTER OF THE PLURAL NOUN THAT SHOWS POSSESSION?

The *women's* club met on Tuesday.

n

25

IN THE SENTENCE BELOW, WHAT IS THE LAST LETTER OF THE PLURAL NOUN THAT SHOWS POSSESSION?

The *men's* team won the trophy.

n

26

COMPLETE THE POSSESSIVE FORM FOR EACH OF THE PLURAL NOUNS IN THE SENTENCES BELOW.

a. The children.... playground was full.
b. All women.... clubs must elect executives.

a. children's
b. women's

27

ONLY ONE SET OF EXAMPLES BELOW IS FORMED CORRECTLY. LOCATE IT AFTER EXAMINING EACH SET OF EXAMPLES CAREFULLY.

a. Men's shoes and ladie's hats.
b. Mens' shoes and ladies' hats.
c. Men's shoes and ladies' hats.
d. Mens' shoes and ladie's hats.

c.

28

WHICH OF THE SETS OF EXAMPLES BELOW IS FORMED CORRECTLY?

a. Womens' dresses and children's jackets.
b. Women's dresses and children's jackets.
c. Womens' dresses and childrens' jackets.
d. Women's dresses and childrens' jackets.

b.

29

IS IT POSSIBLE TO FORM THE PLURAL POSSESSIVE OF THE NOUNS AS INDICATED BELOW?

mens' womens' childrens'

no

30

COMPLETE THE STATEMENTS BELOW.

a. To form the possessive form of a plural noun ending in "s" or "es" add
b. To form the possessive form of a plural noun which does not end in "s" or "es" add

a. only the apostrophe
b. the apostrophe "s" to the plural

31

INSERT APOSTROPHES WHERE NECESSARY IN THE NEXT THREE FRAMES.

a. The boys swimming team was sponsored by the students union.
b. Henrys soccer ball was kicked into the mens volleyball court.

a. boys' students'
b. Henry's men's

32

a. Several charming ladies contributed to the success of my brother-in-laws wedding anniversary.
b. The womens tennis club met at Besss home.
c. Wednesdays practice was cancelled for all players seven years of age.

a. law's
b. women's Bess's
c. Wednesday's

33

a. The Joneses motorboat cruised into the rivers mouth and through the rapids.
b. It is customary to have both parents signatures on this form, but your fathers signature will do in this case.
c. The hockey players were compelled to sign six forms.

a. Joneses' river's
b. parents' father's
c. no apostrophe

USING THE APOSTROPHE IN CONTRACTIONS

34

EXAMINE THE SENTENCE BELOW.

Shell go but Ill stay here.

IS THE MEANING OF THE SENTENCE ABOVE CLEAR ON FIRST READING?

no

35

EXAMINE THE SENTENCES BELOW.

a. Im sure wed prefer the other ones.
b. I'm sure we'd prefer the other ones.

WHICH SENTENCE IS EASIER TO UNDERSTAND ON FIRST READING?

b.

36

Apostrophes are often used to help form a shortened word from two other words. Such a shortened word is called a *contraction*.

WHICH WORDS IN THE LIST BELOW ARE CONTRACTIONS?

can't don't lets let's children's

can't
don't
let's

37

Apostrophes are used to indicate the exact place where a letter or letters have been left out in a contraction.

can not *can ' t*
she will *she ' ll*

WHAT LETTER OR LETTERS HAVE BEEN LEFT OUT IN THE CONTRACTIONS BELOW?

I've I'll don't we've they're

ha
wi
o
ha
a

38

WRITE CONTRACTIONS FOR THE FOLLOWING WORDS.

a. is not
b. were not
c. he will
d. it is
e. will not

a. isn't
b. weren't
c. he'll
d. it's
e. won't

(*Won't* is a contraction of *woll not*, an old form of will not.)

39

DO APOSTROPHES INDICATE THE EXACT LOCATION OF THE OMITTED LETTERS IN THE CONTRACTIONS BELOW?

can't they'll haven't I'm who's I'd

yes

40

LOCATE THE CONTRACTIONS THAT ARE SPELLED INCORRECTLY BELOW.

we've he's sh'ell dosen't wasn't

she'll
doesn't

41

Be very careful to locate the apostrophe exactly where the missing letters should be indicated in the contraction.

you are *you ' re*

WHICH OF THE CONTRACTIONS BELOW IS SPELLED CORRECTLY?

does'nt dosen't doesn't

doesn't

42

A few contractions are sometimes confused with pronouns.

a. it's its
b. who's whose

DOES THE CONTRACTION SOUND LIKE THE PRONOUN IN BOTH THE GROUPS ABOVE?

yes

43

EXAMINE THE CONTRACTIONS BELOW.

You're They're

WRITE THE WORDS FROM WHICH THE CONTRACTIONS ABOVE HAVE BEEN FORMED.

you are
they are

44

EXAMINE THE FOUR WORDS BELOW.

your their its whose

ARE THESE WORDS PRONOUNS OR CONTRACTIONS?

pronouns

45

WRITE CONTRACTIONS THAT HAVE THE SAME SOUND AS THE PRONOUNS BELOW.

your their its whose

you're
they're
it's
who's

46

EXAMINE THE SENTENCES BELOW.

a. We know your home.
b. We know you're home.

DO BOTH THE SENTENCES ABOVE HAVE THE SAME MEANING?

no

47

SELECT THE CORRECT CONTRACTION OR THE CORRECT PRONOUN FROM THE BRACKETS IN THE SENTENCES BELOW.

a. (Your, You're) over the worst part of (your, you're) journey.
b. (They're, Their) in (they're, their) own car.

a. You're, your
b. They're, their

48

When in doubt, use the "two word" check to discover if a contraction is really required. Reread your sentence and substitute the two words from which your contraction was formed in your sentence.

a. We know that it's after six.
b. We know that *it is* after six.

DOES THE "TWO WORD" CHECK INDICATE THAT THE CONTRACTION IS USED CORRECTLY IN SENTENCE A?

yes

49

USE THE "TWO WORD" CHECK TO SEE IF CONTRACTIONS SHOULD BE USED IN THE SENTENCES BELOW.

a. We will find out whether *it's* time to go.
b. The army deployed *it's* men wisely.

a. We . . . it is time to go.
(CORRECT)
b. The . . . it is men wisely.
(INCORRECT)

50

USE THE "TWO WORD" CHECK TO SEE WHICH SENTENCE REQUIRES A CONTRACTION BELOW. INDICATE WHICH SENTENCE IS CORRECT AND WHICH ONE INCORRECT.

a. We know who's books are missing.
b. We know who's coming to the party.

a. INCORRECT
b. CORRECT

51

USE THE "TWO WORD" CHECK TO SELECT THE CORRECT PRONOUN OR CONTRACTION FOR EACH SENTENCE BELOW.

a. (It's, Its) going to be a long, cold winter.
b. We know that (its, it's) armor is very thick.

a. It's (It is . . . winter.)
b. its (We . . . its armor . . . thick.)

52

USE THE "TWO WORD" CHECK TO DISCOVER WHICH SENTENCE BELOW CONTAINS AN ERROR.

a. Is this your book?
b. We know that you're going.
c. You're trip was very interesting.

c.

53

COMPLETE THE SENTENCE BELOW.

The position of the apostrophe within a contraction usually indicates

the exact location where a letter or letters have been omitted

54

SELECT THE CORRECT CHOICE FROM THE BRACKETS IN THE SENTENCES THAT FOLLOW IN THE NEXT TWO FRAMES.

a. He (isn't, is'nt) very athletic.
b. Why (dosen't, doesn't) she cut her nails?

a. isn't
b. doesn't

55

a. (It's, Its, Its') a pity that we (have'nt, haven't) any money for the club.
b. They (won't, wont) donate (their, they're) money to the cause.
c. (Who's, Whose) child lost (its, it's) shoe?
d. (Its, It's) true that (you're, your) tired, but keep up the good work.

a. It's, haven't
b. won't, their
c. Whose, its
d. It's, you're

56

INSERT APOSTROPHES WHERE NECESSARY IN THE SENTENCES THAT FOLLOW IN THE NEXT TWO FRAMES.

a. Its mother and its father were very protective.
b. Its a fact that its going to rain.

a. Its, its
b. It's, it's

57

a. Its armor protects it from its enemies.
b. Its quills bristle when its attacked.
c. Its an established fact that its quills are sharp.

a. Its, its
b. Its, it's
c. It's, its

USING THE APOSTROPHE TO FORM SPECIAL PLURALS

58

Apostrophes are used to form the plural of a letter of the alphabet, a numerical figure, or a word that requires special emphasis.

There are two "A's" and three "6's" on my father's license.

DO APOSTROPHES HELP TO POINT OUT THE PLURAL FORMS OF THE LETTERS AND NUMBERS IN THE SENTENCE ABOVE?

yes

59

WHICH SENTENCE BELOW IS EASIER TO READ AND TO UNDERSTAND?

a. There are three "ls" in *parallel.*
b. There are three "l's" in *parallel.*

b.

60

PLACE APOSTROPHES WHERE NECESSARY IN THE SENTENCES THAT FOLLOW IN THE NEXT TWO FRAMES.

a. There are four "is" and four "ss" in *Mississippi.*
b. Do not use so many "ifs" in your sentences.

a. "i's", "s's"
b. "if's"

61

a. She scored "As" in English and literature, but most of her other marks were in the low "50s".
b. Your mark would have been in the high "90s" if you had remembered to dot all your "is" and to cross all your "ts".

a. "A's"
"50's"
b. "90's"
"i's"
"t's"

ANSWERS TO APOSTROPHE TEST

1. We've, bear's
2. It's, cats'
3. Don't, club's
4. correct
5. correct
6. She'll, mother-in-law's
7. commander-in-chief's
8. can't, Joneses'
9. players', couldn't
10. men's, ladies'
11. if's, but's

CHAPTER VII

Writing and Understanding

THINKING ABOUT LANGUAGE

Read the selections below. Then answer the questions that follow.

A. Hockey is a strange game. Men skate about on an enclosed sheet of ice and fight for possession of a little black disk. Not everyone rushes about the ice, however. At each end, one man guards a cage. The others shoot the disk at one of the cages whenever they have the opportunity. The rest of the time they bump each other around. Whenever they look tired, a referee blows a whistle as a signal for a short rest. He is the only one on the ice who seems to act sensibly.

B. Skates flash and scrape. The puck, drawn magnet-like from stick to stick, clicks in crazy patterns. Determined men race about the ice, wheeling, jostling, manoeuvring. All blend into a symphony of motion where every action has purpose, every movement has meaning.

C. Hockey is played on skates. Everybody tries to shoot the puck into the goal. You skate as hard as you can and watch for the other players. Thousands of boys in this country play hockey. They wear pads for protection. I would like to be a professional hockey player.

D. Hockey is a game played on a rectangular sheet of ice by two teams of six players each. Each team defends one of two goals placed at opposite ends of the ice area. The players, who wear skates, use curved sticks to propel a flat disk of hard rubber called a puck. The object of the game is to shoot the puck into the opponents' goal. The team that scores more goals within the playing time of three twenty-minute periods wins the game.

STOP and Think

The authors of the four selections, above, have all written on the same topic: hockey. However, the selections do more than inform us about hockey. By studying them, we can learn something about the writers and about writing.

1. (a) Judging by the writing, which author (or authors) is probably best informed about hockey? Give reasons for your answer.

 (b) Which of the authors probably knows least about hockey? Give reasons for your answer.

2. In part, the way in which one writes depends upon the purpose one has for writing. What do you consider to be the purpose for which each of the authors has written? Is it to inform, to entertain, to convince, to impress, or to arouse to action? Which author has been most successful in his purpose? Which author has been least successful? Explain.

3. How effectively one writes depends, in part, on how clearly one has thought about one's topic. Which author (or authors) appears to have thought about his topic most clearly? Which appears not to have considered his topic sufficiently? Give reasons for your answers.

4. Although all four selections are about the same topic, each selection differs from the others in a number of ways. What are some of the differences? How would you account for these differences? What clues about writing and about the ways in which people write are suggested by your answers to the preceding questions?

YOUR LANGUAGE IS YOU

When man decided that bits of metal and pieces of paper — money — could represent the value of real things, he made it possible to conduct complex business in a simplified and efficient way. Because we can use money as a symbol for real value, we are spared the inconvenience of dealing directly in the things that money represents. We can get a pair of shoes without the bother of taking a bag of potatoes to the store in payment; we can obtain an airplane ticket without the inconvenience of having to lead a cow to the ticket office in exchange.

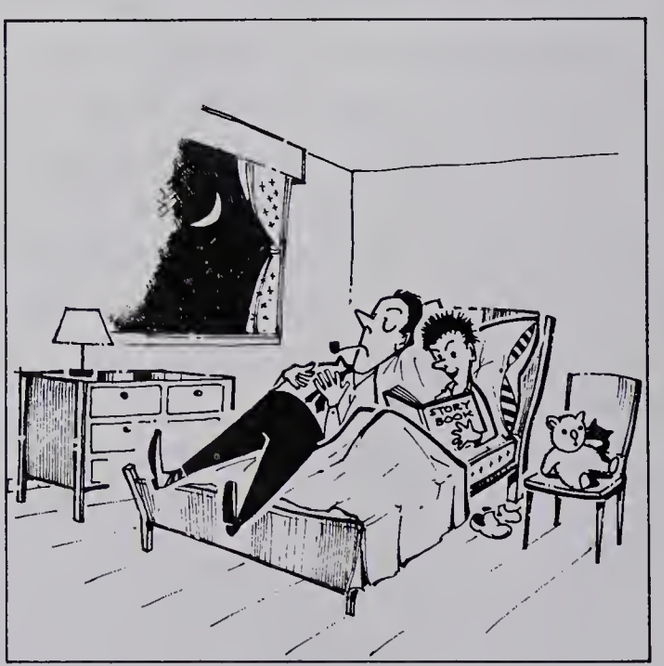
But before man introduced money into his life, he had discovered another kind of currency — language — which was of far greater significance. When man decided to use words as symbols for things and developed ways of putting words together to represent the activities of his life, he made it possible to organize his experiences, to invest them jointly with those of others, to reap the interest of new ideas, and to borrow and trade them. Because we can use language, we can communicate and manipulate our experiences without the need of actually recreating them in every real detail — even if that were possible.

Each of us builds his world through language. We recreate our experiences in words by thinking, talking, and writing. We broaden our understanding by listening to and reading about the recreated experiences of others. As we use language to deal with experience, we not only grow in experience, we also grow in language. In this way, new experience leads to new language, which in turn leads to further experience and further growth in language. And this process continues throughout our lives.

Thus, a small boy learns early in life that the circle of pale light he sometimes sees in the sky at night is called the *moon*. While still very young, he may extend the connotation of the word *moon* to include ideas, gathered through the experience of listening to people, that the circle of light is made of green

cheese and that the shadows on its face are the features of a man. As he grows older, he encounters new ideas that make him question and revise his earlier ones. In time, he discovers that the moon is not a circle, but a sphere. Later, he finds out that this sphere is part of a system that includes the earth; and the moon, he learns, is made of something other than green cheese. Further, what he sees when the moon is full is not really the face of a man, but the shadows cast by patterns of craters.

Thinking about the way in which a boy might build up a series of ideas behind one word can shed light upon the relation between experience and language in our own lives. For him, the significance of a single word, *moon,* was developed and changed by a series of experiences, some direct (the experience of seeing the moon and watching it wax and wane), and some indirect (listening to other people talk about it, or reading about it). To each new experience the boy brought language; from it he took new language: to understand that the moon is a *sphere*, the boy would have to have some understanding of *volume*. The moon would take on a third dimension. Knowing that the moon is a sphere would help him to realize why the moon appears to change its shape. As he encountered each new experience, the boy tried to relate it to what he already knew. He examined ideas, tested them,



". . . and then the wicked witch cast a spell over the beautiful princess."

selected some, and discarded others. These reasoning and evaluating activities were carried out by means of words; and eventually the word *moon* carries with it a weight of knowledge, a system of ideas, and a series of related words, while still remaining the symbol for the circle of pale light glimpsed through a bedroom window.

In somewhat the same way, each of us uses language to build his understanding of everything that affects his life. And much that we build we share in common. However, all of us do not have identical experiences. Each of us, therefore, differs from all others in the kind of world that he builds and in the language that he uses in the process. In this sense, a man and his language are one.

WRITING AND THINKING

Throughout our lives, we are involved in speaking, listening, reading, and writing. Of these four language activities, writing is probably used less than any of the others. Its importance should not be measured only by the frequency of its use, however. Much of the important business of our lives is conducted in writing. In school, writing is a means of learning.

Writing serves us in yet another way. It is a means of shaping and testing out experience; it is a method of learning to think more coherently. As was noted earlier in this chapter, we build our understanding of the world through language. We extend our knowledge of a particular thing by organizing ideas relating to it into some kind of form, into a structure. As we express our ideas about the thing, we not only show how we have organized the related ideas, we also engage in the act of building a structure for them. We practise such organization both in speaking and in writing; but there is one difference between the two: writing lasts. When we put words on paper, our ideas are before us in a way that they

are not when they are spoken. Writing enables us to re-examine our ideas, to think about them, and to revise them until we are satisfied that they are expressed in the most accurate and effective way.

Good writing is not developed in isolation, however. It depends upon the other three language skills. Speaking, listening, and reading are the sources from which successful writing springs. And none of these skills is useful without depth and clarity of thought.

EXERCISE I: Write to Discover What You Know

How often do you question what you hear or read? How curious are you about the things around you? Most of us accept other people's statements, both verbal and written, without bothering to check the facts. And we seldom ask how or why the most everyday things happen.

Below are a number of questions, dealing with matters of common knowledge, or general observation, which you may have taken for granted without enquiry. Choose one of the questions and write an organized answer to it. Be as clear and as accurate as possible. Assume that your answer is intended to convince someone who tends not to take anything on trust.

1. How do you know that the world is not flat?
2. How do you know that the sun is many times larger than the earth?
3. Why is growing grass green?
4. Why do flowers grow in a variety of colours?
5. Why does soap froth into suds in a washing machine?
6. Why does a football bounce when it is kicked?
7. Why will a hoop whirl around your waist when you move your body in a certain way?

8. Why do snowflakes have patterns?
9. Why are you able to see yourself in a mirror?
10. Why does water flowing out of a basin or tub whirl in a particular direction over the drain?

UNITS OF THOUGHT

Words are the materials with which we build ideas in language. However, just as in building houses we use materials according to some design or plan, so in using language we select and arrange words in patterns. We place words, the basic carriers of meaning, in sentences to express ideas. We organize sentences into paragraphs, and paragraphs into longer pieces. In other words, we express our ideas in units of thought, one of which is the paragraph.

Organizing Ideas: The Paragraph

The paragraph is like a sentence in that it makes a statement about a subject or topic. Normally, a paragraph consists of a number of related sentences. However, in the setting, or context, of a longer work of writing, a paragraph may consist of a single sentence or even a single word.

The sentences in a paragraph all serve one purpose: they contribute to the statement that is being made about the topic. Together, they permit the expression of an idea more fully than would be possible in a single sentence. Within the context of the paragraph, each sentence takes on a deeper meaning and significance than it would have if it stood on its own. The meaning of a paragraph, therefore, is greater than the total of the meanings of each of the sentences that make up that paragraph.

As an aid to understanding the structure of paragraphs and as a means of helping people to gain skill in writing them,

we often examine paragraphs which have a *topic sentence*. Many paragraphs do have topic sentences; and using them may help us to focus our ideas when we write. The topic sentence usually appears at the beginning of the paragraph; it contains the statement about the topic that is expanded in other sentences of the paragraph.

The topic sentence is a device that, at a certain stage, may help you to improve your writing. In fact, if you examine the material that you read, you will find that many paragraphs do not contain this device. All paragraphs do share two qualities, however: each paragraph makes a statement about a topic; the sentences in the paragraph are closely related to develop this statement. These two qualities you must try to develop in your own paragraph writing.

EXERCISE II: Examine the Paragraph

Read the paragraph below. Then answer the questions that follow it. The paragraph is taken from a story about the escape of some airmen from a prison camp during World War II. The title of the story refers to a vaulting or box horse which was used to conceal the digging of a tunnel under the fence surrounding the camp.

> (1) Peter was dreaming he had been caught in the tunnel. (2) A fall of sand had pinned him to the floor and he was struggling to get free. (3) It was hot and dark and the sand was smothering him. (4) There was sand in his eyes, in his ears and in his nose. (5) He was swallowing sand with every breath. (6) And the more he struggled, the more the sand kept pouring down from the roof. (7) Someone was digging down to save him. (8) It was John. (9) He knew it was John and kept calling to tell him where he was. (10) He could hear the thumping of the spade as John dug furiously away to save him before he suffocated. (11) If only he could keep the sand away from his mouth he would be all right. (12) He pushed his hands away from his face, clearing the sand away, pushing hard against the force of the onrushing sand. . . .
>
> Eric Williams, *The Wooden Horse*

A. 1. (a) What is the topic of the paragraph?

(b) What is the topic sentence of the paragraph?

(c) The author could have told about digging the tunnel, or about escaping through the tunnel. However, he chose to make a different statement about the topic. What *statement about the topic* does the author make in the topic sentence?

2. (a) Sentence (2) expands on the statement made about the topic in sentence (1). We realize that Peter had been *caught* by a *fall of sand*; that is, by a cave-in. As a result of having been *caught*, he was *struggling to get free*. The words *fall of sand* and *struggling to get free* relate sentence (2) to the preceding sentence and prepare for the sentences that follow.

(b) The author, by repeating a word from sentence (2) in six of the following sentences, establishes, in part, a relationship between these sentences and the topic of the paragraph. What is the word that is repeated?

(c) By reference to sand and the effects of its falling, the author establishes a relationship among sentences (3) to (6). What, briefly, were the results of the sand falling?

(d) What word, in addition to *sand*, helps to relate sentence (6) to sentence (2)?

(e) Sentence (7) introduces a new but related element into the paragraph. What is this element? How is it related to the topic? What word in sentence (7) serves to tie it to Peter and his predicament?

(f) What word, repeated in sentences (8), (9), and (10), relates these sentences to sentence (7)? In what other way are the three sentences following sentence (7) related to it?

(g) What words in sentence (11) establish a relationship between that sentence and *suffocated* in sentence (10)? What words in sentence (12) have the same effect?

(h) Is the idea of *struggling*, first mentioned in sentence (2), repeated in sentences (11) and (12)? What is the effect of the repetition of this idea?

3. The *order* in which sentences are arranged serves to bind them together within a paragraph. In what way may (i) the order of sentences (2) to (6), and (ii) the order of sentences (7) to (10) strengthen the paragraph? Could the order of the sentences in each of these two groups of sentences have been changed without changing the total effect of the paragraph? Explain.

4. One way of building relationships within a paragraph is by repeating or referring to certain words and ideas. Another way is by using words whose main purpose is to establish relationships between sentences and, thus, between the ideas within the paragraph. The words *If only*, introducing sentence (11), prepare for the idea in sentence (12). What words in sentence (6) emphasize the relationship between an idea in that sentence and one in sentence (2)?

5. Earlier, you read that the meaning of a sentence is deepened in the context of a paragraph. In the paragraph from *The Wooden Horse*, the sentence *If he could only keep the sand from his mouth he would be all right* refers to a frightening situation, even though Peter is only dreaming. In what situation or context might the same sentence not suggest the serious consequences that it does in this paragraph?

6. One way in which the author expresses the seriousness of the situation is by using specific action words such as *pinned* and *struggling*. What are some other words which have a similar effect in the paragraph?

7. Does the author actually tell very much about how Peter felt in being caught in the tunnel? Are the reader's feelings likely to be aroused by the paragraph? How might he feel? Why? How do you think you would have felt in this situation if it had been real? How would you explain the fact that a reader's feelings can be aroused by a paragraph in which there is no specific reference to feelings? Thinking about the question immediately preceding the last one may help you arrive at an answer.

B. Write a paragraph about an incident in your life that caused you to be very worried, frightened, or terrified. Compose a topic sentence for the paragraph. Ensure that the topic sentence makes a statement about the topic. After finishing the first draft, check the paragraph to see that the sentences are related effectively.

EXERCISE III: Examine Another Paragraph

Even if a paragraph does not have a topic sentence, it will have two qualities common to all paragraphs. First, it will make a statement about a topic. Second, all the sentences in the paragraph will be related in some way in developing the topic.

Read the paragraph below. It is taken from Sir Winston Churchill's autobiography. Churchill had not been regarded as outstanding in school. In this paragraph, he relates how, in two instances, he was able to achieve success and recognition while he was a student.

> (1) It was thought incongruous that while I apparently stagnated in the lowest form, I should gain a prize open to the whole school for reciting to the Headmaster twelve hundred lines of Macaulay's "Lays of Ancient Rome" without making a single mistake. (2) I also succeeded in passing the preliminary examination for the Army while still almost at the bottom of the school. (3) This examination seemed to have called forth a very special effort on my part, for

many boys far above me in the school failed in it. (4) I also had a piece of good luck. (5) We knew that among other questions we should be asked to draw from memory a map of some country or other. (6) The night before by way of final preparation I put the names of all the maps in the atlas into a hat and drew out New Zealand. (7) I applied my good memory to the geography of that Dominion. (8) Sure enough the first question in the paper was: "Draw a map of New Zealand." (9) This is what we called at Monte Carlo an *en plein*, and I ought to have been paid thirty-five times my stake. (10) However, I certainly got paid very high marks for my paper.

Winston Churchill, *My Early Life*

1. Although this paragraph has no topic sentence, it does deal with a specific topic: two of Winston Churchill's achievements in school. Further, the paragraph makes a particular statement about the topic. Churchill does not deal in detail here with the effects of the achievements. He concentrates on the things that made the achievements possible. What two things, according to Churchill, made these two accomplishments possible?

2. (a) What is the meaning of the words *incongruous* and *stagnated* in sentence (1)? Try to decipher the meanings, using the context and what you already know about the two words. Use the dictionary, if necessary. Choose what you consider to be the best meaning for each word in the context of the paragraph.

 (b) Why was it thought *incongruous* that Churchill should win the prize mentioned in sentence (1)?

 (c) From sentence (1) we learn that Churchill had an unusual ability. What was the ability?

3. (a) The words *I . . . succeeded* serve to tie sentence (2) to sentence (1). Although Churchill does not use any form of the word *succeed* in sentence (1), he does speak of a success. How does the word *also* in *I also succeeded* reinforce the relationship between (1) and (2)?

(b) Two other groups of words in sentence (2) strengthen the relationship between that sentence and sentence (1). Identify these two groups of words. Explain the relationship.

4. (a) The words *this examination*, in sentence (3), provide a link between that sentence and the one preceding it. Explain how these words provide the link.

 (b) The words *very special effort*, in sentence (3), considered in terms of what Churchill says before and after this sentence, relate (in part) to his ability to memorize things quickly and accurately. Thus they help to relate this sentence to others in the paragraph.

 (c) In sentence (3), the phrase *many boys far above me in the school* echoes an idea expressed in phrases in sentences (1) and (2). Identify these phrases. What is the effect in the paragraph of restating this idea as part of different sentences?

 (d) Why does Churchill say *seemed to have called forth a special effort* rather than *called forth a special effort*? What is the effect on the meaning of the sentence of using *seemed*?

5. (a) From sentence (4), we learn why the author used the word *seemed* in the previous sentence, and we see a relationship between sentences (3) and (4). Although we learn later in the paragraph that Churchill had made an effort to pass the army examination, his success was not entirely the result of his own effort. What other factor contributed to his success?

 (b) What single word in sentence (4) helps relate it further to sentence (3)?

6. (a) In sentences (5) to (8), Churchill enlarges on what he means by the *piece of luck*, and thus continues developing the statement about the topic through related sentences. What ability, mentioned earlier in the paragraph,

helped Churchill to succeed in the army examination? In what way was he lucky?

(b) In part, the *order* of sentences (6), (7), and (8) helps to establish a relationship in this part of the paragraph. Could the ideas developed in this section be as effective and meaningful as they are if the order of these three sentences were changed? Explain.

(c) Comment on other ways in which relationships are established among sentences (5) through (8).

7. (a) In sentence (9), to what does the word *This* refer? How does this word help to relate sentence (9) to other sentences?

 (b) In sentence (9), the author compares this luck in choosing the correct country to study to the chances of winning against high odds in gambling. How does this sentence emphasize all that Churchill has said previously about his success in passing the army examination?

8. (a) What word from sentence (9), repeated in sentence (10), ties these two sentences together? What idea is repeated for the same purpose?

 (b) Churchill starts the paragraph by speaking of an achievement or success. Does he conclude the paragraph with a related idea? Explain.

9. What do you know about Sir Winston Churchill? Perhaps your class could pool their knowledge about him in a discussion. If you had known Churchill at the time of which he writes, would you have predicted that he would achieve all the things that he did in later life? Explain. Do you think that all his achievements were the result of luck? How might luck play a part in our lives? Is there such a thing as being prepared and able to take advantage of good luck? Explain. Do you know anyone whom you consider to have been lucky or unlucky? Write about such a person. Do not try to tell everything about him. Decide on the statement you would prefer to develop about him.

After you have finished your first draft, check your writing to see that the sentences develop the statement about the topic and that they are related to each other. Your class discussion should clarify your ideas and help you in your writing.

Perfecting Relationships

A paragraph is a little like a jigsaw puzzle. If you put the parts of a puzzle together so that they fit correctly, the result is more than a bunch of odd-shaped pieces; it is a clear picture that has meaning. At this stage, we may not even be aware of the pieces. Similarly, when the sentences of a paragraph are organized well, the result is a unified thought, idea, or experience. There are several differences, however. In writing, you not only arrange the pieces, you also make them. Further, unlike the jigsaw puzzle, the paragraph is not built of "correct" pieces. You, the writer, are free to construct the pieces from the variety which your mind can create, and to arrange them in any way you wish. You are only limited by the responsibility of fitting the pieces together, and of seeing that, together, they make a pattern. The parts of a paragraph must be organized into a unit of thought.

The exercises that you completed just prior to this section were intended to show you how sentences can be related in a paragraph. When you actually write, however, you are unlikely to move mechanically from sentence to sentence as you did in the exercises. If you are interested in a topic, and have thought about it, your mind supplies the initial organization for your ideas quite rapidly.

But writing gives you an opportunity to go over your ideas, to check how well you have expressed them. For this reason, it is not enough to put your thoughts down in a first draft and to consider that the undertaking is completed. By its very nature, writing suggests that what you have put down is the best thinking of which you are capable and demands that you refine what you have written. Professional writers revise their

work again and again before they are satisfied with the results.

Although the preceding exercises do not represent how you write, they can help you by making you aware of relationships when you write and by showing how to revise the first drafts of your paragraphs. What can you do? First, check that your paragraph makes a statement about the topic you have chosen. For example, if you are going to write about an event, focus in by telling how the event was happy, sad, dull, or exciting. Second, check each sentence in the paragraph to see whether it develops or supports the statement that you are trying to make about the topic. Third, check the relationships among the sentences. Do they flow, one into the next, because of their order, because of the repetition of, or the reference to, certain words, because of the restatement of certain ideas, and because of the use of special words of relationship, such as *also, however, therefore*?

Remember, as well, that the unity of a paragraph is determined by *how* you use language to express your ideas; it is not only what you say but also how you say it that counts. At times, while revising and refining a paragraph, you will discard a sentence because it does not develop the statement about the topic. At other times, and particularly when the idea in the sentence seems important to the topic, you will make the idea fit by changing the structure of the sentence. In your ability to make such changes, you will be demonstrating your control of experience and your mastery of the language.

EXERCISE IV: Use What You Know About Revising Paragraphs

Below is the first draft of a paragraph. Revise the paragraph, using what you have learned about developing a statement about a topic and establishing relationships among sentences. Be prepared to add words, to substitute words, to change the structure of sentences, to alter their order, and even to delete words, phrases, and sentences.

Many people have been fascinated and awed by the Auroras or Northern Lights. The yellow, pink, and green glow can stream out across the sky. It may radiate from overhead. The display is brilliant. The dazzling sight is not for everybody. Niagara Falls is a dazzling sight. The auroras appear only toward the extreme northern and southern latitudes. The centers are about the two magnetic poles of the earth. Man cannot fully explain the auroras. Some important things have been discovered. They occur sixty to six hundred miles above the earth. There is practically no air in this area. Absence of air makes a vacuum. Scientists have beliefs. The belief is that the glow is caused by the sun's radiation. It acts on the gases of the upper atmosphere. Electricity acts in somewhat the same way. It causes the gases to emit light.

EXERCISE V: Use What You Know to Write

Winston Churchill's early years in school were not happy. He has written, "How I hated this school and what a life of anxiety I lived there for more than two years. I made very little progress at my lessons and none at all at my games." Considering this background, how do you think he would have felt about winning the prize and passing the army examination? How might you have felt about these accomplishments had you been in his place? Explain.

Have you had an experience in which by your ability, or by luck, or because of both, you achieved a success, even though few people expected that you would? How did you feel? What did you think? What did you do? Write a paragraph about such an experience. The main thing in selecting your topic is that the experience was important to you.

After you have finished the first draft, revise the paragraph. Ensure that the sentences develop the statement about the topic and that they are related.

Telling, Describing, and Explaining

We sometimes refer to the basic kinds of writing into which we organize experiences and thoughts as being narra-

tive, descriptive, and informational (also called *expository*). In fact, paragraphs cannot be identified simply as being of one kind or another. However, a paragraph may be largely narrative, descriptive, or expository. By studying some examples of these different kinds of expression, we can obtain some useful guides for our own writing.

What Happened Next? Narration

Narration relates a series of events. The most straightforward type of narration begins with an incident out of which the events arise. In narration, the good writer does not simply list every event that might have occurred, however. He selects only those events which are important for developing his narrative. He enriches them with specific and significant details. He arouses the reader's curiosity by arranging the events so that they build up interest and excitement. He is concerned not only with reporting the facts of the incident; he is concerned also with appealing to the reader's emotions. The writer gets into the narrative quickly, avoiding unnecessary details, and concludes the narrative crisply.

EXERCISE VI: Examine Narration

Read the paragraph below. It is taken from a diary started in 1942 by Anne Frank, a thirteen-year-old Jewish girl, when she and her parents went into hiding from the Gestapo in Holland. Anne kept the diary until August, 1944, when the hideout was discovered by the police and the family were placed in a concentration camp. Only Mr. Frank survived that experience. The paragraph tells of their preparation to leave for the hideout.

(1) At five o'clock Daddy finally arrived and we phoned Mr. Koophuis to ask if he could come around in the evening. (2) Van Daan went and fetched Miep. (3) Miep has been in the business with Daddy since 1933 and has become a

close friend, likewise her brand-new husband Henk. (4) Miep came and took some shoes, dresses, coats, underwear, and stockings away in her bag, promising to return in the evening. (5) Then silence fell on the house; not one of us felt like eating anything, it was still hot and everything was very strange. (6) We let our large upstairs room to a certain Mr. Goudsmit, a divorced man in his thirties, who appeared to have nothing to do on this particular evening; we simply could not get rid of him without being rude; he hung about until ten o'clock. (7) At eleven o'clock Miep and Henk Van Santen arrived. (8) Once again, shoes, stockings, books, and underclothes disappeared into Miep's bag and Henk's deep pockets, and at eleven-thirty they too disappeared. (9) I was dog-tired and although I knew that it would be my last night in my own bed, I fell asleep immediately and didn't wake up until Mummy called me at five-thirty the next morning. (10) Luckily it was not so hot as Sunday; warm rain fell steadily all day. (11) We put on heaps of clothes as though we were going to the North Pole, the sole reason being to take clothes with us. (12) No Jew in our situation would have dreamed of going out with a suitcase full of clothing. (13) I had on two vests, three pairs of pants, a dress, on top of that a skirt, jacket, summer coat, two pairs of stockings, lace-up shoes, woolly cap, scarf, and still more. (14) I was nearly stifled before we started, but no one enquired about that.

Anne Frank, *The Diary of a Young Girl*

1. A narrative often begins with a main incident from which other events follow. The paragraph you have just read does not seem to emphasize such an incident, because the selection is taken from a longer work.

 In the context of the complete diary entry, however, the first sentence does become a main incident. A few paragraphs before the one quoted here, the Franks had received bad news: The secret police had sent a call-up notice for Mr. Frank; he would be placed in a concentration camp. At the time the news arrived, Mr. Frank was visiting some old friends. The family were now anxiously awaiting the return of the father. Against this background, the first sentence does become a main incident. Mr. Frank's return triggers off the events in the paragraph.

2. A narrative involves characters. They are usually human beings, but need not be. Animals, for example, may be the central characters, also. Who is the main character in this paragraph?

3. (a) Most, but not all, of the sentences in the paragraph tell what happened. Identify the sentences that relate events in the order that they happened.

 (b) Many other things must have happened in the Frank household during the time about which Anne writes in the paragraph. For example, someone may have washed; the family probably talked. Why did Anne not include these other events in the paragraph? What guidance does your answer give for the writing of narrative?

 (c) Look again at those sentences that tell what happened. Note that they have an order; they are arranged in a sequence of time. In narration, this arrangement gives unity to the paragraph. The sentences are also related in other ways.

 (i) From what you know about the situation, what is the importance of the word *finally* in sentence (1)?

 (ii) How are sentences (2) and (4) related?

 (iii) How does the word *then* in sentence (5) help tie that sentence more closely to those preceding it?

 (iv) What words in sentences (1), (7), and (9) serve to bind the paragraph together in yet another way?

 (v) What is the effect of the words *Once again* in sentence (8)?

 (vi) Explain how sentences (11) to (14) are related.

4. Some of the sentences, although they do not specifically tell of events in the order that they happened, support the paragraph in other ways.

 (a) Sentence (3) gives some details about Miep. Why are these details important? Consider the Franks's situation and the part Miep plays in it.

(b) In what way is the information given in sentence (10) important to what happens in the paragraph?

(c) Sentence (13) describes how Anne was dressed for the move to the hideout. The first effect of her description is humorous. But there is also something tragic in what she says. How does sentence (13) suggest misfortune or tragedy?

(d) Sentences (6) and (12) give explanations which support the topic developed in the paragraph. They also build suspense, a feeling of fear. How do these sentences help to develop suspense in the paragraph?

5. Is sentence (14) an effective ending for the paragraph? Explain. What would have been the effect if the paragraph had been concluded with sentence (13)?

6. Anne does not actually say much about her own reactions, other than that she was "dog-tired" and "stifled". Does she succeed in arousing your feelings? How can a writer succeed in arousing the feelings of a reader? Does the answer lie in the details that the writer selects and in the way that he presents them? Explain. Are our feelings aroused when we compare our experiences to those of which an author writes? How can statements such as *Then a silence fell on the house, we simply could not get rid of him without being rude, I knew that it would be my last night in my own bed, No Jew in our situation would have dreamed of going out with a suitcase full of clothing* arouse our feelings and grow in significance when we relate our own experiences to them? In arriving at your answer, consider such questions as these: In what situations might your family have grown silent because of something happening? Have you experienced a time when you wished someone to leave? What were the circumstances? How would you feel if you had to leave your home? Have you had to move from a house you had grown fond of? How did you feel? Can you imagine a situation in which you or other members of your family would not dare leave your house

with a suitcase because harm could come to you? Could such a thing happen in our society? What would living under such conditions do to people?

7. Immediately preceding the paragraph that you have been studying, Anne Frank wrote:

> Into hiding — where would we go, in a town or the country, in a house or a cottage, when, how, where . . . ?
> These were questions I was not allowed to ask, but I couldn't get them out of my mind. Margot [Anne's sister] and I began to pack some of my most vital belongings into a school satchel. The first thing I put in was this diary, then hair curlers, handkerchiefs, schoolbooks, a comb, old letters; I put in the craziest things with the idea that we were going into hiding. But I'm not sorry, memories mean more to me than dresses.
>
> Anne Frank, *The Diary of a Young Girl*

(a) Would you agree with Anne, that memories are more important than clothes? Why? Under what circumstances?

(b) Think about some memories of incidents that are very important to you. What happened? How did you feel? What was the effect of the incident upon you? What was its effect on other people?

(c) Write a narrative about one of the incidents that you have recalled. Before you start to write, review some of the things that you have learned about narrative writing and about writing generally. Use what you know and what you have learned to create an interesting paragraph.

Reporting Sensations: Description

We learn directly about the world around us by seeing, hearing, smelling, tasting, and touching. The impressions that we get through our senses are called sensations. The language we use to tell other people about our sensations is description.

Effective descriptive writing depends upon a number of things. First are keen observation and reflection; that is, thought about past experiences. You need to sharpen your senses to observe closely and you must develop the ability to explore your previous experiences fully. Next, you need to select precise language to communicate your sensations accurately. You should choose specific nouns and verbs, and try to make them carry as much meaning as possible in the sentences that you write. In addition, you should consider using appropriate word-images to intensify the expression of your sensations.

In describing an experience, you must try to create a total impression. All the sentences in a descriptive paragraph should combine to produce one effect; it may be of plainness, or beauty, or neatness, or untidiness, or strength, or weakness. You should select the sensations and the language that will contribute to the total impression you wish to create, and arrange them in an order that is most likely to produce the desired effect.

Description depends upon details. Simply listing details is not enough, however. It is important that the details be significant. Listing blonde hair, blue eyes, and an oval face may seem to describe a person accurately. But thousands of people answer to that description. It is the unique characteristics that are significant. And significant details make for significant description.

In selecting the language to be used to describe an experience, you should be aware of the emotional effect that you want to produce. Whatever feeling you wish to arouse, whether of joy, wonder, pity, fear, or disgust, will dictate, in part, the language that you use.

Whether you succeed in creating a total impression through description will depend to a large extent on the order in which you arrange your sentences. If you are describing what you see, establishing a point of view is important. From what position might you be looking at what you are describing? What would you see? In what order might you notice things?

If other senses, in addition to sight, are involved, a further concern for sentence order arises. You must consider how to arrange sentences in your paragraph so that they relate to each other and develop the central idea.

EXERCISE VII: Examine Description

The paragraph below is taken from the autobiography of Mark Twain, author of *Tom Sawyer* and *Huckleberry Finn*. In the paragraph, Twain recalls some of his boyhood experiences on his uncle's farm in the southern United States, between 1840 and 1850. Read the paragraph, then answer the questions that follow it.

> As I have said, I spent some part of every year at the farm until I was twelve or thirteen years old. The life which I led there with my cousins was full of the solemn twilight and mystery of the deep woods, the earthy smells, the faint odors of the wild flowers, the sheen of rain-washed foliage, the rattling clatter of drops when the wind shook the trees, the far-off hammering of woodpeckers and the muffled drumming of wood pheasants in the remoteness of the forest, the *snapshot glimpses* of disturbed wild creatures scurrying through the grass — I can call it all back and make it as real as it ever was, and as blessed. I can call back the prairie, and its loneliness and peace, and a vast hawk hanging motionless in the sky, with his wings spread wide and the blue of the vault showing through the fringe of their end feathers. I can see the woods in their autumn dress, the oaks purple, the hickories washed with gold, the maples and the sumachs luminous with crimson fires, and I can hear the rustle made by the fallen leaves as we plowed through them. I can see the blue clusters of wild grapes hanging among the foliage of the saplings, and I remember the taste of them and the smell. I know how the wild blackberries looked, and how they tasted, and the same with the paw-paws, the hazelnuts, and the persimmons; and I can feel the thumping rain, upon my head, of hickory nuts and walnuts when we were out in the frosty dawn to scramble for them with the pigs, and the gusts of wind loosed them and sent them down. I know the stain of blackberries, and how pretty it is, and I know the stain of walnut hulls, and

how little it minds soap and water, also what grudged experience it had of either of them. I know the taste of maple sap, and when to gather it, and how to arrange the troughs and the delivery tubes, and how to boil down the juice, and how to hook the sugar after it is made, also how much better hooked sugar tastes than any that is honestly come by, let bigots say what they will. I know how a prize watermelon looks when it is *sunning its fat rotundity* among pumpkin vines and "simblins"; I know how to tell when it is ripe without "plugging" it; I know how inviting it looks when it is cooling itself in a tub of water under the bed, waiting; I know how it looks when it lies on the table in the sheltered great floor space between house and kitchen, and the *children gathered for the sacrifice* and their mouths watering; I know the crackling sound it makes when the carving knife enters its end, and I can see the split fly along in front of the blade as the knife cleaves its way to the other end; I can see its halves fall apart and display the rich red meat and the black seeds, and the heart standing up, a luxury fit for the elect; I know how a boy looks behind a yard-long slice of that melon, and I know how he feels; for I have been there. I know the taste of the watermelon which has been honestly come by, and I know the taste of the watermelon which has been acquired by art. Both taste good, but the experienced know which tastes best. I know the look of green apples and peaches and pears on the trees, and I know how entertaining they are when they are inside of a person. I know how ripe ones look when they are piled in pyramids under the trees, and how pretty they are and how vivid their colors. I know how a frozen apple looks, in a barrel down cellar in the wintertime, and how hard it is to bite, and how the frost makes the teeth ache, and yet how good it is, notwithstanding. I know the disposition of elderly people to select the speckled apples for the children, and I once knew ways to beat the game. I know the look of an apple that is roasting and sizzling on a hearth on a winter's evening, and I know the comfort that comes of eating it hot, along with some sugar and a drench of cream. I know the delicate art and mystery of so cracking hickory nuts and walnuts on a flat-iron with a hammer that the kernels will be delivered whole, and I know how the nuts, taken in conjunction with winter apples, cider, and doughnuts, make old people's old tales and old jokes sound fresh and crisp and enchanting, and *juggle an evening away* before you know what went with

the time. I know the look of Uncle Dan'l's kitchen as it was on the privileged nights, when I was a child, and I can see the white and black children grouped on the hearth, with the firelight playing on their faces and the shadows flickering upon the walls, clear back toward the cavernous gloom of the rear, and I can hear Uncle Dan'l telling the immortal tales which Uncle Remus Harris was to gather into his books and charm the world with, by and by; and I can feel again the creepy joy which quivered through me when the time for the ghost story of the "Golden Arm" was reached — and the sense of regret, too, which came over me, for it was always the last story of the evening and there was nothing between it and the unwelcome bed.

Charles Neider, ed., *The Autobiography of Mark Twain*

1. (a) In your opinion, did Twain observe his experiences keenly and recall them precisely? Give evidence to support your answer.

 (b) The author appeals to a number of senses. Identify them. For each sense that you have identified, give two examples of words or phrases that appeal to that sense.

 (c) Note Twain's use of specific words. In the first part of the paragraph, he uses precise verb forms such as *rattling, hammering,* and *drumming.* Note, as well, that they are appropriate for what he is saying. For example, *hammering* does fit with *woodpeckers*, and *drumming* with *wood pheasants.* Identify five more verb-forms that you consider precise and tell why you think each appropriate to the idea for which it is being used.

 (d) Examine the word images italicized in the paragraph. Why might the sightings of disturbed wild creatures be like *snapshot glimpses*? What idea is conveyed when a watermelon is said to be *sunning its fat rotundity*? What picture is suggested by the words *children gathered for a sacrifice*? Why might you think that the word *sacrifice* is appropriate in this statement? What effect does its use in the statement produce? What idea is suggested by *juggle an evening away*?

2. (a) Does the paragraph produce a total impression? How would you summarize that impression?

 (b) What feeling does the paragraph arouse? How is the author able to arouse this feeling?

3. (a) Mark Twain is recalling the charm of his boyhood on the farm. What means does he use to convince readers of this charm? Does he succeed? Explain.

 (b) The author develops the paragraph by recalling specific memories of his childhood. One way in which he relates the sentences to the topic is by using various kinds of introductory statements which repeat the idea of recalling memories. One such introductory statement is *I can call back*. Identify other statements that serve the same purpose.

4. When Anne Frank said that memories meant more to her than clothes, she suggested that memories are very important. Mark Twain dwells on memories of his childhood. Do you think he would consider them important as well? Give reasons for your answer. What do you consider to be the most important things in life? Would you list memories among these things? Why, or why not? Can one become too involved with one's memories? Explain.

5. Think about a scene that stands out in your memory. It may have been a particular day of spring, a football game, a fair, an accident, a city at night, a snowstorm, or a view. Try to recall what you saw, heard, touched, tasted, and smelled. How did you feel? Describe the scene. Limit your topic so that you can concentrate on exact sensations through the use of specific words. Apply what you have learned about writing description.

Giving Information: Exposition

Expository writing informs or explains. It depends upon selecting appropriate facts and opinions and organizing them so that they throw some light on a subject or topic.

Exposition differs from narration and description in that it is usually less personal. Because its main function is to explain, its strongest feature must be clarity. Expository paragraphs, however, share certain basic characteristics with all other kinds of paragraphs. They make a statement about a topic or subject. The sentences in each paragraph develop the statement and are related to each other.

EXERCISE VIII: Examine Exposition

Read the paragraph below. Then answer the questions that follow it.

> (1) Meteor fragments that reach the ground are known as meteorites. (2) They vary from bits hardly larger than dust particles to chunks weighing tons. (3) The average meteor is estimated to weigh 0.0005 ounce. (4) The two largest known meteorites were found in Southwest Africa (Hoba meteorite) and Greenland (Ahnighito meteorite). (5) Both are from the nickel-iron type of meteor. (6) Another type, the stony meteor, is smaller or is broken up more in falling. (7) No stony meteorites larger than about a ton have been found. (8) Near Winslow in Arizona, east of Hudson Bay, and in Siberia and Esthonia are large craters made when giant meteors struck the earth. (9) Small meteorites have been found near the Arizona crater, but the giant one, estimated at over 50,000 tons, has never been discovered. (10) It probably vaporized on impact.
>
> Herbert S. Zim and Robert H. Baker, *Stars*

1. (a) What is the topic of the paragraph?

 (b) To give himself an opportunity to develop the paragraph in greater detail, and thus to make it more interesting, the writer has chosen to write about one aspect of the topic. He has made a statement about the topic. He could have told us that meteorites are metallic particles that fall to earth from outer space or that in falling they sometimes look spectacular. Instead he has chosen another statement. What is the statement made about the topic?

2. (a) Which sentences give details directly related to the statement made about the topic?

 (b) Sentence (5) is not directly related to the general statement. In what way does it contribute to the paragraph? What word helps to relate sentence (5) to sentence (4)?

3. The author has arranged the sentences in a certain order in the paragraph. How does this order contribute to the development of the general statement?

4. (a) How has the author established a relationship between sentences (3) and (4) and sentence (1)?

 (b) What words in sentence (7) establish a relationship with sentence (6)? In what way does sentence (7) develop the general statement made about the topic?

 (c) How is sentence (9) related to sentence (8)?

5. Would it have made any difference if the author had substituted *hole* for *crater* in sentence (8)? Explain.

6. Use what you know about exposition to write a paragraph on one of the following topics:

 How to start a car in winter
 How an eclipse of the sun occurs
 How to use makeup
 How to buy a car
 How to choose fashionable clothes
 How to learn to type
 How to be a successful hunter
 How to plan an entertaining party

Combine the Writing Skills

In practice, writing cannot be classified simply. While one kind of writing may be emphasized in a paragraph or a more fully developed work, other kinds of writing will also be used. Narration, description, and exposition cannot really be iso-

lated from one another. A skilful writer does not limit himself; he uses all three as they suit his purpose.

EXERCISE IX: Examine Narration, Description, and Exposition

The following paragraph is taken from an account of a man's experiences while living for two years with a band of Eskimos. Read the paragraph, then answer the questions that follow it.

> (1) Thus throughout the hot July days the northern plains are filled with restless little groups of deer which shift about and pass like tumbleweed. (2) But in late July a new compulsion seems to seize them, and this is the movement I referred to earlier as one that still remains unexplained. (3) A few of the tiny groups decide to drift toward the south. (4) As they move, they are like the beginnings of a growing avalanche, for they pick up and carry with them all the herds they meet, and the momentum of the march increases rapidly from day to day. (5) By early August this movement is a flood. (6) The blood of the Barrens flows back the way it came in spring, led by the does and fawns who congregate in immense herds. (7) So the midsummer movement rushes southward at an increasing speed until, reaching the forest edge, the wave of deer is halted and flung back in confusion and disorder, as waves are flung back against granite cliffs. (8) The vast summer herds break up, and once again they eddy slowly about with complete aimlessness. (9) Behind the wave of does, and sometimes mingling with them, the bucks, now carrying incredible spreads of velvet-covered antlers, follow along the trail of the stampede. (10) Then, slowly, a recoil begins, and once again the deer drift slowly to the North.
>
> Farley Mowat, *The People of the Deer*

1. What is the subject or main idea of this selection?
2. (a) Sentence (3) begins a narrative of the southward movement of the deer (the caribou). Identify the sentences that tell of further events in the southward movement.

(b) Sentence (1) is descriptive. Identify another sentence of the same kind.

(c) Sentence (2) explains the beginning of the movement. Identify any other sentence that serves the purpose of explaining.

3. (a) The narrative, the telling of the events that occur, is one way in which the author achieves unity in the paragraph. He starts the sequence of events with the words *in late July*. What words in following sentences pick up the idea of time?

 (b) The word *but* introducing a contrasting idea in sentence (2) relates it to sentence (1). How do the words *as they move* in sentence (4), *By early August* in sentence (5), *So* in sentence (7), *Behind the wave of does* in sentence (9), and *Then* in sentence (10) help to establish relationships among the sentences? Comment on each.

 (c) Give three additional examples of ways in which Mowat develops relationships between sentences.

4. Mowat combines fact and feeling to make what he has to say richer and more meaningful.

 (a) One way in which Mowat combines fact and feeling is by the kinds of words he uses. Thus, in sentence (5) he calls the movement of the deer a *flood*. What words in sentence (6) have the same effect?

 (b) Mowat involves the reader's imagination and feelings further by comparing parts of the movement to other things with which the reader may be more familiar; that is, by using *similes*. Thus, in sentence (1) the groups of deer are said to shift *like tumbleweed*. Note down two other comparsons in the selection.

 (c) In sentence (5), Mowat begins a comparison of the movement of the deer to the movement of water, by the use of the word *flood*. What words in the following sentences pick up and carry this comparison?

5. The paragraph tells of the migration of the caribou. Mowat repeats the idea of movement throughout the selection by the use of specific words suggesting *movement*. Find these words in the selection and comment on their effect.

6. Say the last sentence to yourself. How do the sounds of the words and rhythm of the sentence reinforce its meaning? Do you consider this sentence to be an effective ending to the paragraph? Why, or why not?

7. Write a paragraph on one of the topics below. In your paragraph, combine narration, description, and exposition, as well as fact and feeling, using some of the methods of writing used by Mowat.

 An event in history or the news
 An achievement important to mankind
 A new development in science
 An event in the world of nature
 A problem of city life
 A problem in getting an education
 A problem that you solved

The Paragraph: Consolidating What You Know

Like a sentence, a paragraph is a unit of thought. Both are similar in a number of other ways. Each has a subject. Each makes a statement about the subject: the word *man* takes on a special significance in the sentence *The man is badly hurt.* The idea of population takes on a special meaning when the statement *The population of the world may soon exceed the food supply* is developed in a paragraph. Both sentence and paragraph depend on supporting details for effectiveness.

The power of a paragraph depends greatly upon the arrangement and organization of the sentences within it. The sentence order is determined in part by the form in which one chooses to write, by whether one's primary purpose is to tell, to describe, or to explain. The organization is further

justified by the language the writer uses, by the relationships that he establishes among the sentences.

But writing is not a simple matter. It is as complex as thought. Mastering the paragraph involves further skills, including the ability to write sentences effectively and to use words well.

Relating Ideas into a Unit

When we speak of a *unit* of thought, we recognize that the parts making up the unit must be related. In studying the examples in this chapter, you have examined how relationships among sentences in a paragraph are established.

Two kinds of relationships are involved. First, all the sentences must relate to the statement being made about the topic. Second, the sentences should be related to each other. This second type of relationship can be developed in a number of ways: by the order in which the sentences are arranged, by the use of special connecting words, by the repetition of important words, by the substitution of other words or phrases for important words, and by the use of pronouns — words like *he, it, they, this, some,* and *who* — to refer to certain nouns.

EXERCISE X: Check the Relationships in a Paragraph

The following paragraph is from a story about a boy and a horse. Jody has invited his friends to see for the first time the colt that his father has given him.

> (1) Six boys came over the hill half an hour early that afternoon, running hard, their heads down, their forearms working, their breath whistling. (2) They swept by the house and cut across the stubble-field to the barn. (3) And then they stood self-consciously before the pony, and then they looked at Jody with eyes in which there was a new admiration and a new respect. (4) Before today Jody had

been a boy, dressed in overalls and a blue shirt — quieter than most, even suspected of being a bit cowardly. (5) And now he was different. (6) Out of a thousand centuries they drew the ancient admiration of the footman for the horseman. (7) They knew instinctively that a man on a horse is spiritually as well as physically bigger than a man on foot. (8) They knew that Jody had been miraculously lifted out of equality with them, and had been placed over them. (9) Gabilan put his head out of the stall and sniffed them.

John Steinbeck, *The Red Pony*

1. The order of sentences (1) to (3) establishes a relationship among them. Why is this order effective?
2. The words *And then* are special connecting words which relate sentence (3) to the preceding sentences. Where else in the paragraph does Steinbeck use special connecting words to relate sentences?
3. What words, repeated in the paragraph, serve to tie the sentences together?
4. What words are used to refer to the pony?
5. What pronouns are used to refer to the boys?
6. Write a paragraph about a situation in which you admired or envied someone else.

Accentuate the Positive: Emphasis

Not only do the parts of a paragraph need to be related, certain parts need to be emphasized. Not all ideas are of equal value. The skilful writer gives emphasis to those ideas which are of greatest importance.

Emphasis can be secured in several ways. One is by position. The end and the beginning of a unit of writing attract the attention of the reader most strongly. For this reason, the writer ought to put his most important ideas in these positions in the paragraph. Another means of emphasis is by the repetition of key words and phrases and the restatement of ideas. The proportion of the paragraph that is allotted to the develop-

ment of each idea will also indicate emphasis. Knowing the means is not enough, however. Emphasis is not an ornament; the writing should have ideas worth emphasizing. And the writer has to supply them.

Add a Dash of Variety

The best and most exciting ideas may be lost in a dull paragraph. A sameness of sentences may be drab clothing for a colorful experience. If he hopes to hold the attention and interest of a reader, a writer must incorporate variety into his writing.

How can a writer vary his writing? He can break the monotony of general and abstract language by specific and concrete examples. He can vary sentence length. Sensitive to the many ways in which ideas can be expressed, he can use a variety of sentence forms. The important thing is that the writer should not strive for difference for its own sake. Variety must be natural, not forced. If a writer has thought deeply about his subject, he will be able to concentrate on expressing it in the most effective way. Variety of expression springs from the writer's understanding of the subtlety and flexibility of language; this understanding can only be gained by wide and intelligent reading.

EXERCISE XI: Check for Emphasis and Variety

The following paragraphs are taken from *Typhoon* by Joseph Conrad. This short novel describes the difficulties of a ship caught in a severe storm and examines the reactions of the crew in this critical situation. The severity of the storm is suggested by Conrad's description of the ship after it reached port:

> She was encrusted and gray with salt to the trucks of her masts and to the top of her funnel, as though (as some facetious seaman said) "the crowd on board had fished her

out somewhere from the bottom of the sea and brought her in here for salvage".

The paragraph below tells how the storm first struck.

(1) It was something formidable and swift, like the sudden smashing of a vial of wrath. (2) It seemed to explode all around the ship with an overpowering concussion and a rush of great waters, as if an immense dam had been blown to windward. (3) In an instant the men lost touch of each other. (4) This is the disintegrating power of a great wind: it isolates one from one's kind. (5) An earthquake, a landslip, an avalanche, overtake a man incidentally, as it were — without passion. (6) A furious gale attacks him like a personal enemy, tries to grasp his limbs, fastens upon his mind, seeks to rout the very spirit out of him.

Joseph Conrad, *Typhoon*

1. In this paragraph, Conrad describes the immediate effect of the storm.

 (a) The most emphatic positions in a paragraph are the end and the beginning. Has Conrad placed his most important statements in these positions? Discuss.

 (b) Emphasis may be gained by repeating words or by restating ideas.

 (i) What words in sentences (2), (4), and (6) repeat the general idea of *smashing* stated in sentence (1)?

 (ii) In which sentence is the effect of the storm restated in several ways?

 (c) Emphasis may be effected by contrast; that is, by opposing ideas. Which two consecutive sentences contain contrasting ideas?

 (d) Indicate some other ways in which Conrad has secured emphasis in the paragraph.

2. In this paragraph, Conrad varies his methods of expression.

 (a) In sentence (2), he gives concreteness to a general statement by the use of an example. Which part of the

sentence is the general statement? Which part is the example?

(b) Conrad varies the length and the form of his sentences in this paragraph. By referring to specific sentences, give examples of these two ways of introducing variety.

3. Read the three selections below, each of which has to do with making decisions.

A.

The Road Not Taken

Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveler, long I stood
And looked down one as far as I could
To where it bent in the undergrowth;

Then took the other, as just as fair,
And having perhaps the better claim,
Because it was grassy and wanted wear;
Though as for that the passing there
Had worn them really about the same,

And both that morning equally lay
In leaves no step had trodden black.
Oh, I kept the first for another day!
Yet knowing how way leads on to way,
I doubted if I should ever come back.

I shall be telling this with a sigh
Somewhere ages and ages hence:
Two roads diverged in a wood, and I —
I took the one less traveled by,
And that has made all the difference.

Robert Frost

B. In one of his short stories, Somerset Maugham tells about a verger, a person who takes care of a church. The verger, after being forced to leave his position, became successful in establishing a chain of tobacco shops. The story ends in this way:

"I suppose you can read," said the [bank] manager, a trifle sharply.

Mr. Foreman gave him a disarming smile.

"Well, sir, that's just it. I can't. I know it sounds funny-like, but I can't read or write, only me name, an' I only learnt to do that when I was in business."

The manager was so surprised that he jumped up from his chair.

"That's the most extraordinary thing I ever heard."

"You see, it's like this, sir, I never 'ad the opportunity until it was too late and then some'ow I wouldn't, I got obstinate-like."

The manager stared at him as though he were a prehistoric monster.

"And do you mean to say that you've built up this important business and amassed a fortune of thirty thousand pounds without being able to read or write? Good God, man, what would you be now if you had been able to?"

"I can tell you that, sir," said Mr. Foreman, a little smile on his still aristocratic features. "I'd be verger of St. Peter's, Neville Square."

Somerset Maugham, "The Verger"

C. During World War II, the Allied armies in Britain were prepared to invade France on June 5, 1944. On the eve of the invasion, the soldiers were in their assault craft and all was ready, when the decision was made to postpone the operation for a day because very bad weather was coming in. On the night of June 5, the leaders of the Allies gathered to decide what should be done. A meteorological officer thought that the storms would subside on the next day. High-ranking officers waited outside the conference room.

They did not have to wait long. Inside the library the discussion quickly died away. None now doubted that the decision of the previous evening should stand. Even Leigh-Mallory agreed that the chance, slender though it was, must be taken. Eisenhower listened to their final comments, he paused a moment, and then confirmed what he had said the night before: "O.K. We'll go."

Chester Wilmot, *The Struggle for Europe*

You have read about three decisions. Choose one of the questions that follow, and develop your answer into a paragraph. Try to apply what you have learned about writing.

1. How can a decision affect your life?
2. Can a decision that you make affect other people? Describe one such decision.
3. Have decisions affected the future of anyone you know or have read about? Describe what happened.
4. What is the hardest decision that you have ever had to make? Why was it difficult? What were the results?
5. Think of a decision, made by someone else, that affected you. Did it make you happy or sad? Why? Could you have done anything about a decision that was bad for you? How?
6. What do you consider to be the most important decision made in the world this year? Give your reasons.
7. What do you think is the most important decision facing the world today? Why is it important? How would you solve it?

CHAPTER VIII

Writing Longer Units

THINKING ABOUT LANGUAGE

Read the two passages below. Then answer the questions that follow them.

A. (1) The invention of printing in Europe during the Renaissance period was of global importance. (2) Where, formerly, professional scribes had been able to produce only a limited number of manuscripts by laborious copying, printing made possible the production of an enormous quantity of books exactly, rapidly, and cheaply. (3) Although printing was developed in Europe, its origins, as well as those of papermaking, go back to Ancient China. (4) The Chinese had developed movable type but abandoned its use because of the complexity of their alphabet. (5) The idea of printing was reborn in John Gutenberg, a German metalcutter. (6) After experimenting with the idea for a long time, he developed movable lead type. (7) In 1459, after years of toil and failure in trying to apply his invention, Gutenberg produced the first printed book, the Bible. (8) Soon printing presses were being set up all over Europe. (9) By 1500 there were forty presses, which had printed a total of eight million books. (10) With books easily available, more people learned to read and to write and the level of literacy gradually rose. (11) Today, everywhere we look, we see someone benefiting from the invention of printing, through books, magazines, newspapers, business forms, catalogues, and in a host of other ways. (12) Very few think back, however, to the one man who made these benefits possible: John Gutenberg, the man who was determined to give the world the gift of printing, which joins the past, the present, and the future.

B. The Invention of Printing

(1) The Renaissance period in Europe saw the rebirth of many old ideas and the creation of numerous new ones. One of the most outstanding events of this period, however, was an invention of global importance — that of printing.

(2) Before the invention of printing, professional scribes or copyists would laboriously copy out manuscripts very neatly, clearly, and skilfully with a quill pen on expensive parchment. The finished products were works of art, very beautiful and very compact; however, the manscripts were not very cheap nor could they be produced quickly. For these reasons, books were scarce. Another drawback of the copying process was that a few mistakes were inevitable; consequently, it was impossible to make two copies exactly alike. With printing, it became possible to print many copies very cheaply and all exactly alike. But, if it had not been for the invention of paper in China, printing might not have been developed in Europe.

(3) Paper was invented in China about the first century A.D. After the invention of paper, the Chinese invented block printing by developing carvings on tablets. Raised characters were carved on a wood tablet, wetted with ink, and then stamped on paper or cloth. It is known that some of these tablets were in existence in A.D. 175. The oldest book in existence was printed by the Chinese in A.D. 868. This book was among bundles of manuscripts found in China. The Chinese gradually developed books with pages and covers, as well as paper money and playing cards. Because the process of carving out letters from wood was too slow, movable type was invented. This also proved unsuccessful, however, because of the large number of letters in the Chinese alphabet. Although printing with movable type did not spread to other countries, paper was carried west by oriental traders, and by about the thirteenth or fourteenth century, paper had become very popular and cheap in Europe and had replaced parchment.

(4) About a century later, in the little town of Mainz, Germany, a dedicated man named John Gutenberg worked to perfect a method of making movable type. After experimenting with wood, leather, and iron, he found that lead was the best substance for making type.

Before he could set up a shop, he was forced out of Mainz for political reasons; he moved to Strasbourg where he set up a partnership. The partnership failed when one partner died and the other tried to steal Gutenberg's ideas and press. Another partnership was formed and a twenty-eight-page book of "Latin Grammar" was printed. Seeking a better type, Gutenberg lost his partnership for not making fast enough progress. He returned to Mainz, dispossessed and penniless. His fighting spirit and fervent desire to succeed caused him to set to work to print a book on his own. He developed a type named "Gothic", perfected it until it could be re-sorted and set up again easily, and began printing the first major book, the Bible. Finally, in about 1459, at the age of 61, Gutenberg after years of toil completed his Bible. His goal was fulfilled! And printing had been proved to be possible.

(5) All over Germany, printing presses began to be set up. Gothic type, just as Gutenberg had made it, was used because it closely resembled the writing of the scribes. In 1466, the first printing press was set up in Italy and later two new types were adopted there — the "Italic", and a type which resembled Roman inscriptions. In England, the first press was set up by William Caxton in 1476. By the end of the fifteenth century, there were about forty printing presses in Germany, France, Italy, the Netherlands, England, and thirteen other countries. By 1500 these presses had turned out eight million books, while in 1450 there had been only about 60,000 manuscripts.

(6) With numerous volumes of books, there was no longer any danger of the few copies of older books, and the information within them, being lost. Libraries containing several thousand volumes were formed. Common people now had access to books, as they could be produced at a fraction of the cost of the old way. As books became more and more numerous, more people learned to read and write. Books were carried to new lands and knowledge was spread. In 1536, a press was set up in Mexico City; and in 1639, a printing press was started in the North American colonies. More and more people were getting books. Printing had become the greatest instrument for the extension of human knowledge and the transmission of thought.

(7) Today, we benefit from printing in many ways. Since the invention of printing in the fifteenth century, human knowledge has been accumulated for the use of the present generation. Through printing, our generation, in turn, is making knowledge available to the generations that will follow. A newspaper, costing only a few cents, tells us, by the use of printing, what is happening in the world. Newspapers and magazines bring information and entertainment to millions of people everywhere. Where would the boy be without his comics? Where would the girl be without her movie magazines? Where would mother be without her fashion magazines? Where would father be without his newspaper? Where would the business world be without business forms, catalogues, and timetables? All of these are made possible by the invention of printing.

(8) Everywhere we look, we see someone benefiting from printing. Very few think back, however, to the one man who toiled to make these benefits possible: Gutenberg, the man who was determined to give to the world the gift of printing, which joins the past, the present, and the future.

STOP and Think

1. Passage A is a single paragraph. Passage B is a longer composition consisting of several paragraphs.

 (a) What is the topic of passage A? What statement is made about the topic?

 (b) What is the topic of passage B? What statement is made about the topic?

2. (a) Which paragraph in passage B expands the idea contained in sentence (1) of passage A?

 (b) Which paragraph in passage B enlarges on the idea expressed in sentence (2) of passage A?

(c) Which paragraph in passage B develops in more detail the idea expressed in sentences (3) and (4) in passage A?

(d) Indicate how each of the remaining paragraphs in passage B develops in more detail the ideas expressed in sentences (5) to (12) in passage A.

3. (a) The sentences in passage A contribute to the development of the topic — printing — and also are related to each other.

(i) Sentence (1), by referring to the *invention of printing*, implies a time when printing did not exist. What special connecting word in sentence (2) suggests an earlier time and, thus, helps relate that sentence to sentence (1)? What idea in sentence (2) refers to a time before printing? What idea in sentence (2) refers to the period after printing was invented? What important word, repeated in sentence (2), helps to establish a relationship between that sentence and sentence (1)?

(ii) What word, repeated in sentence (3), relates that sentence to sentence (2)? What word in sentence (3) relates it to sentence (1)? What group of words in sentence (3) prepares the reader for a relationship with sentence (4)? Which word in sentence (4) continues this relationship?

(iii) What two words in sentence (4) relate to *printing* in sentence (3)?

(iv) A word helps to relate sentence (5) to sentence (4) because through it an association is made with *abandoned* in sentence (4). Identify this word.

(v) Discuss the different ways in which relationships are established among the remaining sentences in the paragraph.

(vi) Discuss the ways in which the special connecting words *Soon* in sentence (8), *By* in sentence (9), and *however* in sentence (12) help to establish relationships in the paragraph.

(b) The paragraphs in passage B contribute to the development of the topic — printing — and also are related to each other.

(i) What phrase in paragraph (2) serves to relate that paragraph to paragraph (1)? In what other ways is paragraph (2) related to paragraph (1)?

(ii) How is paragraph (3) related to paragraph (2)? How is paragraph (3) related to the topic of the composition?

(iii) What specific words at the beginning of paragraph (4) serve as a bridge from paragraph (3)? How do these words establish a relationship between the two paragraphs?

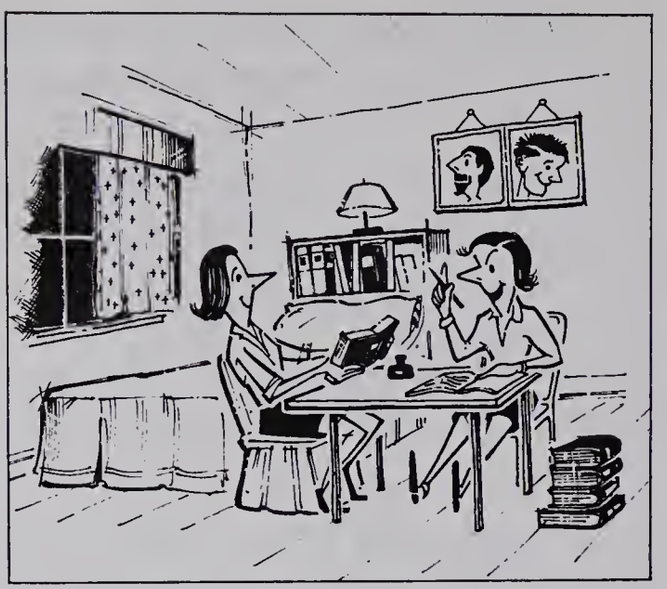
(iv) Discuss how relationships are established between some of the other paragraphs in the composition.

4. The writer of passage A has secured emphasis by placing his important statements at the beginning and at the end of the paragraph. Has the author of passage B secured emphasis in the same way? Discuss.

5. In what ways is a composition of several paragraphs like a single paragraph? How does a composition of several paragraphs differ from a single paragraph in its development of ideas?

EXPANDING AN IDEA: THE LONGER COMPOSITION

Just as an idea expressed in a sentence can be expanded into a paragraph, so a statement made about a topic in a single paragraph can be expanded into a longer composition



"I just write anything that comes to mind; what really counts in a composition is spelling, punctuation, capital letters, and no ain't's."

of several paragraphs. The difference between a paragraph and a longer composition is not simply that a writer says more about the topic. Rather, the expansion of an idea or experience into several paragraphs implies that a writer has more things to say that are interesting and significant.

Anyone who can write a paragraph well should have no trouble in writing a longer composition. The two units of thought have much in common. Both develop a statement that a writer wishes to make about a topic. The paragraphs in a longer composition relate to the topic of the composition in the same way that sentences relate to the topic of a paragraph. Further, the paragraphs of a composition are related to each other as are the sentences of a paragraph. A composition may be mainly narrative, or descriptive, or expository; however, like a paragraph, it will usually combine narrative, description, and exposition in varying proportions.

Writing a composition involves the same skills as paragraph writing. The writer needs to select a topic and to decide on the statement he will make about it. He must think about what he is going to say, choose the ideas he is going to use, and decide on how he will arrange them in paragraphs. He must ensure that each paragraph supports the topic and that the paragraphs are related to each other. He needs to consider variety in his writing. Finally, the writer needs to consider emphasis: he must ensure that the beginning and concluding

paragraphs, particularly, make interesting and significant statements.

In a way, in writing a longer composition, the writer applies similar skills at two different levels. In fashioning the longer unit of thought, he is conscious of the importance of the parts that make up that unit. As he builds his composition, he uses all that he knows to build effective paragraphs within it. If he succeeds in the parts, he is likely to succeed in the whole, as well.

EXERCISE I: Examine the Composition

Read the selection below. It is taken from Pierre Berton's book about the Klondike gold rush.

(1) It was the river that fashioned the land, and the river that ground down the gold.

(2) Long before natives or white men saw it, the river was there, flowing for two thousand miles from mountain to seacoast, working its slow sculpture on valley and hillside, nibbling away at the flat tableland heaved up by the earth's inner turmoils before the dawn of history.

(3) The main stream had a thousand tentacles, and these reached back to the very spine of the continent, honing down the mountainsides into gullies and clefts — boulder grating on boulder, gravel grinding against gravel, and scouring sand, until the river was glutted with silt and the whole Alaska-Yukon peninsula was pitted and grooved by the action of running water.

(4) No mass could withstand this ceaseless abrasion, which lasted for more than five million years. The rocks and metals that had boiled up through fissures in the earth's crust succumbed to it and were shaved and chiseled away. Quartz and feldspar, granite and limestone were reduced to muds and clays to be borne off with the current toward the sea, and even the veins of gold that streaked the mountain cores were sandpapered into dust and flour.

(5) But the gold did not reach the sea, for its specific gravity is nineteen times that of water. The finest gold was carried lightly on the crest of the mountain torrents until it reached the more leisurely river, where it sank and was

caught in the sandbars at the mouths of the tributary streams. The coarser gold moved for lesser distances: as soon as the pace of the current began to slacken, it was trapped in the crevices of bedrock where nothing could dislodge it. There it remained over the eons, concealed by a deepening blanket of muck, while the centuries rolled on and more gold was ground to dust, while the watercourses shifted and new gorges formed in the flat bottoms of old valleys, while the water gnawed deeper and deeper, and the pathways left by ancient streams turned the hillsides into graceful terraces.

(6) Thus the gold lay scattered for the full length of the great Yukon River, on the hills and in the sandbars, in steep ravines and broad valleys, in subterranean channels of white gravel and glistening beds of black sand, in clefts thirty feet beneath the mosses and on outcroppings poking from the grasses high up on the benchland.

(7) There was gold on a dozen tributary rivers and a hundred creeks which would remain nameless and unexplored until the gold was found; taken together, they drained three hundred and thirty thousand miles, stretching from British Columbia to the Bering Sea. There was gold on Atlin Lake at the very head of the Yukon River, and there was gold more than two thousand miles to the northwest in the glittering sands of the beach on Norton Sound into which the same river empties. There was gold on the Pelly and the Big Salmon and the Stewart, majestic watercourses that spill down from the Mackenzie Mountains of Canada to the east, and there was gold on the great Tanana, which rises in the Alaska Range on the southwest. There was gold in between these points at Minook and at Birch Creek and on the frothing Fortymile.

(8) Yet, compared with a wretched little salmon stream and its handful of scrawny creeks, these noble rivers meant little. For in the Klondike Valley gold lay more thickly than on any other creek, river, pup, or sandbar in the whole of the Yukon watershed — so thickly, indeed, that a single shovelful of paydirt could yield eight hundred dollars' worth of dust and nuggets. But white men sought gold along the Yukon for a generation before they found it.

Pierre Berton, *Klondike*

1. What is the topic of the selection? What statement about the topic is made in the selection?

2. What do you notice about the lengths of the paragraphs in the selection?

3. Does the first paragraph make you want to read on? Why, or why not? In terms of the rest of the selection, is the statement made in the first paragraph an important one? Explain.

4. (a) What word in paragraph (1) is repeated in paragraph (2) to help relate the two paragraphs? How is the idea suggested by *fashioned* in paragraph (1) expanded in paragraph (2)? What words or phrases in paragraph (2) develop the idea of *fashioned the land*?

 (b) Sometimes a relationship between paragraphs is developed, not by simply repeating a word, but by using a word or phrase of *similar meaning*. What word at the beginning of paragraph (3) relates to *river* used in the two preceding paragraphs?

 (c) In paragraph (4), what is meant by *ceaseless abrasion*? What words or phrases in paragraph (3) express the idea of *abrasion*? How is a relationship established between paragraphs (3) and (4)?

 (d) In the last part of paragraph (4) we learn that certain materials were carried off by the river to the sea. How does the first statement in paragraph (4) serve to relate it to the preceding paragraph?

 (e) Examine the way in which the remaining paragraphs are related to each other.

5. Examine paragraph (5). Show that it is a unit of thought. This paragraph, like each of the others in this selection, has a completeness of its own. What is the effect upon the idea in the paragraph when it is considered in the context of the selection?

6. Examine paragraph (8). In terms of the selection, how important is the idea in this paragraph? Explain. Why has this idea been placed in this position?

7. In the selection, Pierre Berton writes of the background to the discovery of gold in the Yukon in the 1890's. Write a composition of several paragraphs about a discovery with which you are familiar. Your composition might be about some discovery important in history, or it might be about a discovery in which you were involved. You may even wish to write about something that you discovered about yourself.

Limiting the Topic

A composition should not be regarded as a statement of all that you know about a topic. Rather, it should be an organized expression of your thoughts and feelings regarding some aspect of a topic.

In preparing to write, you need to be clear about how you will handle your topic. You should always try to narrow the statement about the topic. If you were going to write about cars, for example, you should limit yourself to some part of the great range of that subject. It would be better to choose to write on the performances of racing cars, or the restoration of antique cars, or the first car you drove, or the maintenance of a car, than to try to write on cars generally.

Limiting the topic makes sense for several reasons. First, it enables you to establish a better relationship among the sentences in your paragraph and the paragraphs in your composition. Second, it permits you to develop your topic more fully. As a result, your writing will be more interesting to whoever reads it.

EXERCISE II: Consider the Limits of a Topic

Read the composition below. Then answer the questions that follow it.

The Challenge of Kennel Work

(1) I believe that kennel work is an extremely challenging and satisfying occupation. A great many people would

probably disagree with me, but the great majority of these people have had no actual experience in this line of work. As I work in a kennel, I feel sufficiently qualified to enlighten you regarding this.

(2) Most people think that working in a kennel consists of putting a ribbon in a cute little dog's hair, a lead around its neck, and parading around downtown with it. Or, according to them, in the event we are not doing this, we spend the day romping with lively, adorable, little puppies. And, of course, when we are not doing this, we're torturing the poor dogs on one of our endless rounds of those horrid dog shows.

(3) These people, I am sorry to say, are suffering under great delusions. I wish we had time to do some of the things mentioned above. It is evident that these people have never stayed up days and nights on end trying to save the life of a sick pup or an old dog on the verge of death. They have never helped a bitch who is having trouble whelping or cried their heart out over a dead dog. The people of whom I am speaking have never cleaned outside runs in fifteen-below weather or in sweltering ninety-degree heat. Those are the ones who have never had their arms in mush up to their elbows mixing food or had to put up with ignorant people who sometimes call themselves dog fanciers and waste hour upon hour of your valuable time. No! These people have not done these things.

(4) Neither have they had the joy of being loved and respected by dogs. They do not know what it is like to see the miracle of birth and watch while the tiny puppies grow into great, strong, healthy dogs under your loving eye. Never have they experienced the exhilaration when the partner and companion whom they had bred, raised, and trained wins the Best-in-Show award at a large dog show and gets the finishing points for his championship. Or when the runt, the one only you believed in, wins a great field trial, over dogs that everyone but you believed were better. Nothing in the world can substitute for the joy and companionship you get from the dogs who depend on you at the kennel.

(5) Kennel work is very exhausting and often heartbreaking. But I would not trade the love, affection, happiness, and plain old self-satisfaction I get from doing it for anything else in the world.

1. What is the topic of the composition? What statement is made about the topic? Suggest two other statements that

could be made in a composition on this topic. Why might the writer have chosen to make this particular statement? Do you think that the writer was well informed about the subject?

2. What two words in paragraph (1) indicate the writer's attitude toward kennel work? The ideas suggested by each of these words is expanded in paragraphs (3) and (4). Which of these two ideas is expanded in paragraph (3)? Which idea is expanded in paragraph (4)?

3. In what way does paragraph (2) contribute to the composition?

4. What is the effect of paragraph (5)? Why has the writer placed this statement in this position? What words in paragraph (5) repeat the ideas of *challenging* and *satisfying*, expressed in paragraph (1)?

5. The writer of the composition may have developed a love of dogs because of a particular person's influence. Write a composition of several paragraphs about a person who has had a great influence upon you, or about someone who has had a great influence on the world. Do not try to tell everything you know about the person. Limit your topic. Select and use only those ideas that will develop the topic.

CHAPTER IX

Be Your Own Private Secretary

THINKING ABOUT LANGUAGE

Dear Mr. Jones, I greatly fear
You are a silly dolt:
You've sent the nuts, 'tis very clear,
And not a single bolt.

Whenever you write, you automatically use both form and content. With respect to writing, what does *form* mean? What does *content* mean? In what way are form and content related to each other?

STOP and Think

In order to find out more about form and content, read the italicized lines again and answer the questions that follow.

1. What form has the writer of the lines used?
2. What is the content or subject matter of the lines?
3. Why is the form unusual for the content?
4. What is the usual form when a writer uses the words *Dear Mr. Jones*?

5. If the writer's purpose were serious, what change or changes might he make in the content and form of the italicized lines? Why?
6. Thinking of your answers to the first five questions, make a general statement about the relationship that should exist between form and content in writing.

PURPOSE: A GUIDE TO FORM AND CONTENT

Sometimes, when you write, you may choose one of a number of forms. For example, if you wish to describe a clown you have just seen at the circus, you could write a poem or a paragraph. Either of these forms would suit the subject matter. However, there are times when the content demands a certain form. If your parents are in Hawaii and you are in Ottawa and you have an urgent message to send them, what form would you use? Why would you choose that form?

Dear Sir:

I am returning a pair of roller skates purchased from you last week. Only one of them has been used, and that for only a very short time.



THE BUSINESS LETTER: SIMPLICITY, THE KEYNOTE OF FORM

A form used extensively in the conduct of business is the business letter. There are several variations of it. Letterheads used by business firms illustrate these variations. But the individual in private life needs to master a simple form, so that he can concentrate on the content of his letter.

Here is a simple form which can be used for any business letter you may need to write. Study the form carefully and answer the questions about it. The parts of the form are lettered for your convenience.

23 Garden Crescent
(A) Don Mills, Ontario
February 6, 19....

British Information Services
80 Elgin Street (B)
Ottawa 4, Ontario

Dear Sir: (C)

Yours truly, (D)

Jim Black (E)

EXERCISE I: Examine the Form of the Business Letter

The questions that follow refer to the form of the business letter which precedes this exercise.

1. In your notebook, write the correct letter ((A), (B), and so on) from the letter form above, beside each of the following points:

 Complimentary closing d
 Inside address b
 Signature E
 Greeting C
 Heading A

2. Which of the parts listed in Question 1 do you *not* use when you write a social or friendly letter? b

3. For each part, (A), (C), and (D), explain which punctuation marks are the same as those in a friendly letter and which are different. C - comma n semi-colon

4. What name do we give to this letter form in which the ends of the lines are not punctuated? open

5. What name is given to the letter form in which the lines of the heading and inside address are not indented but the paragraphs of the letter are? semi-block

6. How does the complimentary closing of a business letter differ from that of a friendly letter? sincerely
 -sometimes not at all

7. Here are some other styles of greeting:
 Dear Madam: Dear Mr. Jones: Gentlemen:
 Why might you use the greeting, *Dear Sir:*, more frequently than you would use any of the others? Give two reasons.

8. Suggest two other possible types of complimentary closing. yours very truly very truly yours

9. Between which parts of the letter would you leave some space? Remember that the body of the letter comes between (C) and (D).

10. When you have answered Questions 1 to 9 and studied the form of the business letter, close the textbook and, from memory, write the form in your notebook. Check

this carefully with the textbook form. If you made even one error, study your textbook and test yourself again.

When you are form perfect, you are ready to examine some business letters and write some of your own.

THE KEYNOTE OF THE ORDER LETTER: ACCURACY

Here is an order letter for you to examine. The paragraphs are numbered to help you in studying the letter. It is important to remember, however, that in an actual letter, paragraphs would not be numbered.

3705 – 36 Street
Halifax, Nova Scotia
February 15, 19....

Woolwear Manufacturing Ltd.
10108 – 103 Avenue
Edmonton, Alberta

Dear Sir:

(1) Our badminton club wishes to order sweaters for the club members. Our requirements as listed in your current Fall and Winter Catalogue are as follows:

No. 750 B School and Club orlon sweaters

7 size M, with bands of red, @ $9.00	$63.00
3 size M, with bands of red and royal blue, @ $9.00	27.00
	$90.00

(2) Our money order for the full amount, ninety dollars, is attached.

(3) Will you please ship the above order to reach us not later than March 10.

Yours truly,
Jill Murray
Secretary-Treasurer
Deerwood Badminton Club

Before you write an order letter, observe the sample letter carefully.

EXERCISE II: Examine the Order Letter

Now that you have studied the sample order letter, answer the following questions.

1. Concerning the actual order for goods given in paragraph (1), seven details are included. The first of these is the catalogue in which the sweaters were offered for sale. List the other six details.
2. Why is paragraph (2) necessary? Indicate two other ways by which payment could be made.
3. Why did Jill include the information given below her signature?

EXERCISE III: Practise the Order Letter

1. Choose one of the following and write your order to this address:

 The Galleries Sambertin
 Montreal 2, P.Q.

 Supply details, such as size and color, where necessary.

 (a) Catalogue No. M64, 1 steel-string guitar, @ $13.95
 Catalogue No. M86, 1 8-transistor radio, @ $11.99

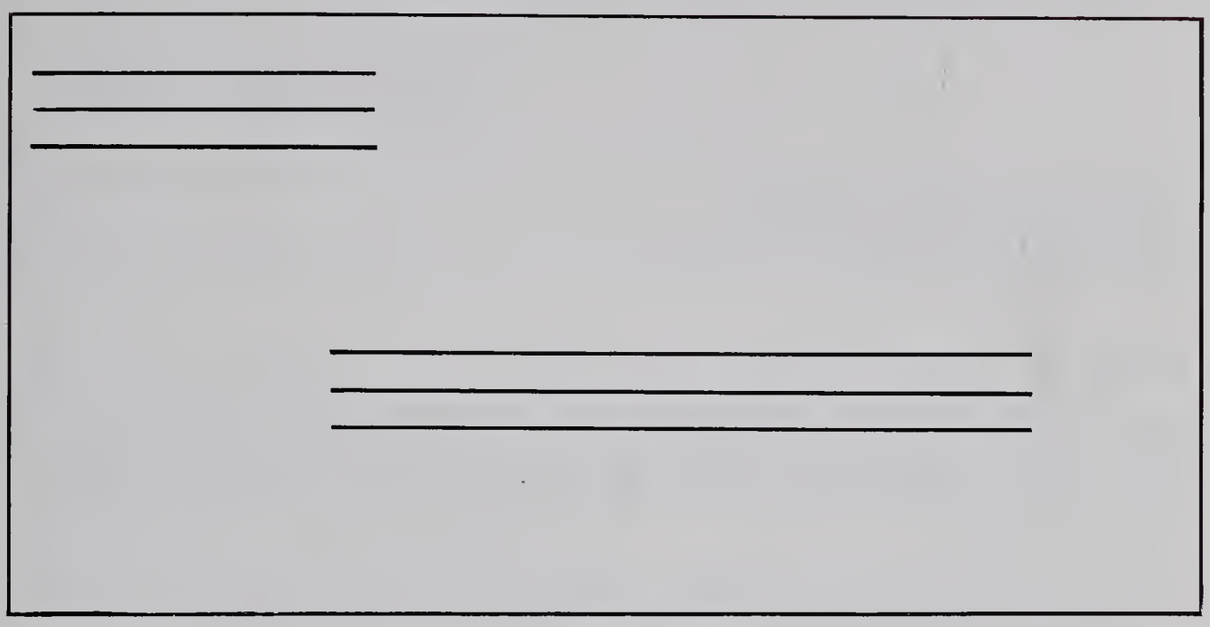
 (b) #M100, 1 pair boy's ski boots, @ $11.95
 #M69, 1 pair 46-inch ski poles, @ $4.95
 #M54, 1 pair 5¾′ laminated wood skis, @ $26.95

 (c) #Y16, 10 balls 3-ply nylon yarn, @ 31 cents
 #O6, 2 paint-by-number sets (Autumn Tints and Winter Scene), @ 88 cents
 #T16, 1 school bag, @ $1.99

2. Compare your order letter with the sample in the textbook.

YOU CAN TELL A LETTER BY ITS COVER: THE ENVELOPE IS IMPORTANT

Illustrated below is the face of an envelope with lines to indicate where writing is needed.



EXERCISE IV: Get the Envelope Right

Draw and address an envelope 6½ inches by 3½ inches to accompany your order letter. Remember that you are using semi-block form, open punctuation.

Discuss your envelope with your classmates and your teacher to make sure that it is free from errors.

PEOPLE MAKE MISTAKES: THE LETTER OF COMPLAINT

"To err is human, to forgive divine."

Alexander Pope wrote these words over two hundred years ago, and they are just as true today. People do make mistakes, and it is neither polite nor wise to call a man "a silly dolt"

because he has made a mistake. Besides, the mistake may have been yours.

In writing a letter of complaint, it is important to be both businesslike and tactful. Here is a letter of complaint. Discuss it with your teacher and classmates and decide whether or not it has these two essential qualities.

Box 202
Grande Prairie, Alberta
January 4, 19....

Swanston's Book Store
4212 Strathcona Avenue
Edmonton, Alberta

Dear Sirs:

When I was in Edmonton at Christmas time, I bought a copy of *Kidnapped* by Robert Louis Stevenson. I was reading the book last night and discovered that pages 97 to 104 are missing.

I have enclosed the book with this letter and the bill for two dollars fifty cents ($2.50), the cost of the book.

Would you please replace the book or refund the money.

Yours truly,
Sally McKay

Your Writing Is You: Focus on Your Sentence Sense

It is a good idea to remember that you write a letter when you cannot make a personal contact. The person who receives the letter is likely to judge you by the letter. That is one reason why your sentence structure needs to grow up with the rest of you.

EXERCISE V: Test Your Sentence Sense

Here is one paragraph from a Grade IX student's letter of complaint. The sentences are numbered to help you to work with them.

(1) I bought a pair of brown corduroy pants at your store. (2) They were size 14. (3) The trade name was tiger tights. (4) I bought them last month and wore them for two weeks. (5) They started falling to pieces. (6) I have not put them through any rough use. (7) I have only worn them in school.

1. Write one sentence containing the information given in sentences (1), (2), and (3). Is this an improvement? Why, or why not?
2. Which words in sentence (3) should be capitalized? Why?
3. What information in sentence (4) could be omitted? Why?
4. I *wore them for two weeks. They started falling to pieces.* Considering the purpose of the letter, which idea in these two italicized sentences is the more important one, or are they both equally important?
5. (a) I wore them two weeks, and they started falling to pieces.

 (b) After I had worn them for only two weeks, they started falling to pieces.

 Which sentence, (a) or (b), would it be better to use? Why? What other possible ways are there of combining the ideas contained in these two sentences?
6. Combine the ideas in sentences (6) and (7) into one sentence. Give each idea what you consider to be its proper importance.

The Sentence: Be Alert to the Order of Ideas

The first thing we expect of a sentence is that its meaning should be clear. However, for the experienced writer, clarity is not enough. He knows that his readers expect him not to waste words. It is important for him to show that ideas are related to each other and to indicate how they are related.

And the writer must always consider the purpose for which he writes and who his readers will be.

EXERCISE VI: Learn to Be a Judge of Sentence Structure

Show that you understand the ideas expressed in this exercise by studying the sentences in Part A, below, and answering the questions which follow in Part B.

A. 1. Peterson fumbles the ball. He recovers it. He gains twenty yards on the second down.

2. Being lost, John's father went to look for him.

3. Although I improved my marks, I may go to the school party this week.

4. The rabbit went back to the vegetable patch. He ate a carrot. He ate another carrot. He was very busy eating carrots. He didn't hear the farmer coming.

5. I studied the instructions, and I am sure I can put the new lawn mower together.

6. I wanted to cry out. I couldn't make a sound. I wanted to run. I couldn't move.

B. 1. In which sentence are two related ideas joined together in a misleading relationship? What change would you make in the sentence to show the right relationship between the ideas?

2. In which sentence is the meaning not clear? Reword the sentence so that the meaning is clear.

3. In which sentence are two ideas joined so that they are given equal importance? Is this sentence satisfactory? Why, or why not? Suggest two other ways of joining these two ideas to make one sentence. Now that you have three ways of joining the two ideas, suggest

a context in which each way would be most likely to be used.

4. Three of the numbered sections of Part A consist of groups of short sentences. Which one would be most likely to be spoken rather than written? Who would probably be the speaker? Suggest the contexts in which the other two would be suitable just as they are.

EXERCISE VII: Practise What You Know About Sentence Structure

Each group of sentences in this exercise contains three choices for combining ideas. Choose what you consider to be the best sentence from each group, keeping in mind the need for clarity of meaning, economy of words, and a suitable relationship of ideas. Be prepared to defend your choice.

1. (a) John was lost and he was frightened.
 (b) Although John was lost, he was frightened.
 (c) Being lost, John was frightened.

2. (a) I babysat for my little sister. She was good.
 (b) When I babysat for my little sister, she was good.
 (c) Babysitting for my little sister, she was good.

3. (a) After the car had skidded on the ice, Father drove very slowly.
 (b) The car skidded on the ice; Father drove very slowly.
 (c) Skidding on the ice, Father drove very slowly.

4. (a) Reaching the top of the hill, the mountain looked enormous.
 (b) We reached the top of the hill, and the mountain looked enormous.
 (c) When we reached the top of the hill, the mountain looked enormous.

5. (a) I tried hard, but I could not get the lid off the box.

(b) Trying hard, I could not get the lid off the box.
(c) I tried hard, and I could not get the lid off the box.

6. (a) The rain came down in torrents. Our cheerleaders would not give up.
(b) Although the rain came down in torrents, our cheerleaders would not give up.
(c) When the rain came down in torrents, our cheerleaders would not give up.

7. (a) The ball dropped through the basket. The tie was broken. The whistle blew. We had won the game.
(b) Just as the ball dropped through the basket to break the tied score, the whistle blew and we had won the game.
(c) The whistle blew just as the ball dropped through the basket. The tie was broken, and we had won the game.

8. (a) John whistled. He sang. He cheered. He had just heard that he had won a place on the team.
(b) John whistled and sang and cheered when he heard that he had won a place on the team.
(c) When John heard that he had won a place on the team, he whistled and sang and cheered.

9. (a) The journey was long and lonesome. We travelled on foot in the dark. We breathed a sigh of relief at the end.
(b) We breathed a sigh of relief at the end of the long, lonesome journey which we travelled on foot in the dark.
(c) At the end of the long, lonesome journey on foot in the dark, we breathed a sigh of relief.

10. (a) You think before you speak. What you say may be disorganized.
(b) Unless you think before you speak, what you say may be disorganized.
(c) Until you think before you speak, what you say may be disorganized.

EXERCISE VIII: Be a Good Judge; Support Your Choice

Discuss the following questions which refer to the sentences in Exercise VII.

1. Why would sentence (b) in Question 1 be a poor choice?
2. Why is the meaning not clear in sentence (c) of Question 2?
3. What is the difference in meaning between sentence (a) and sentence (c) in Question 3? Would each be a satisfactory sentence for its own meaning?
4. Why might you prefer sentence (c) to sentence (b) in Question 4?
5. Is sentence (a) a better choice than sentence (c) in Question 5? Explain.
6. Why might you prefer sentence (b) to sentence (c) in Question 6?
7. What effect is created by the short, choppy sentences in (a) of Question 7? Write a short paragraph for which this group of sentences would make a good conclusion.
8. In Question 8, which of the three choices creates suspense? How is the suspense created?

Learn the Tricks of the Trade: How to Subordinate Ideas

You have probably noticed in doing Exercises VI and VII that sometimes two ideas are equal in value, as in the sentence, *I tried hard, but I could not get the lid off the box.*

The words, *but, and, or*, are frequently used to join such equal ideas. However, when you put two ideas together in a sentence, you often want to show that one is more important than the other, as in the following examples:

Because it rained, we could not have the picnic.
Jumping up and down, Bill made the house shake.

Some other words like *because*, which join less important or subordinate ideas to the more important or principal idea, are *although, when, if, unless, until, as,* and *since.*

Words that end in *ing* can be used to begin the subordinate idea. You must, however, be careful to write the sentence so that the meaning is clear. Notice, in the example above, that Bill, who does the jumping, is named right at the beginning of the principal idea. In other words, the person or thing referred to by the word ending in *ing* must be named at the beginning of the principal idea.

EXERCISE IX: Practise Combining Ideas

Join each of the pairs of sentences in this exercise as two equal ideas or as one principal and one subordinate idea. Be ready to support your choice of method in combining the two ideas. Is there any pair of sentences in the exercise that you would prefer to leave as two separate sentences?

1. The people in Tokyo felt the shock of the earthquake. No one was injured.
2. I came home from school. Mother had a surprise for me.
3. I was in a hurry. I tripped and fell.
4. It was cold. The sun shone brightly.
5. The radio blared loudly. I could stand it no longer.
6. You open the package carefully. You will not damage the contents.
7. The radio was in good condition. I decided to buy it.
8. I dropped my book in the mud. I managed to make it look almost as good as new.
9. The movie sent chills up my spine. I was shivering as if I were cold.

10. I picked up the broken pieces of the vase. I hid them in the grandfather clock.

Now that you have practised to improve your sentence structure, you should be ready to write a letter of complaint. Turn back to page 228 in this chapter to reread the sample letter given there.

EXERCISE X: Write a Letter of Complaint

Look back at Exercise III in this chapter. Assume that you have received the order you sent for in that exercise, but that you have a complaint to make about it. Decide for yourself what your complaint is and write the letter. Remember to be businesslike and tactful. Take care with your sentence structure, and check the form of your letter carefully.

THE LETTER OF APOLOGY: YOU ARE AT FAULT

It is good business to make a complaint when you are not satisfied with goods or services, and good manners to make the complaint graciously. Similarly, it is good manners and good business to make an apology when one is due. Here is a letter of apology for you to read and examine.

Box 212
Grande Prairie, Alberta
March 12, 19....

Correspondence School Branch
Department of Education
Government of Alberta
Edmonton, Alberta

Dear Sir:

The math assignment which was to be in your office on Monday, March 6, is late owing to circumstances beyond my control.

Near the end of February, I was in a car accident in which I broke my leg and hurt my back. It was less than a week ago that I was able to get back to the assignment.

I am, of course, very sorry that the lesson is late and that you will have to take extra time to go back and correct it.

You will find the assignment, along with the one that is due on Monday, March 13, in this letter.

Yours truly,
Tom Black

Notice that paragraphing is just as important in a business letter as it is in a composition. What is the subject of each of the four paragraphs in this letter? Why would this paragraphing be likely to make a good impression on the person who receives the letter?

EXERCISE XI: Practise Writing the Letter of Apology

Choose one of the following subjects and write a letter of apology. Be careful about the paragraphing in your letter, and make use of what you know about combining more than one idea in a sentence.

1. You have lost a book that you borrowed from the Public Library. (Supply the title and author of the book and state what you propose to do about the loss.)
2. You have been taking a course in a foreign language from the Berlitz School in a large city in your province. You propose to discontinue the lessons. (You name the language.)
3. You have changed your mind about a reservation in a motel at a summer resort. You would like to cancel the reservation and have your deposit refunded. (Supply the name of the motel, and the resort, the dates of reservation, and the amount of deposit.)

4. You had promised to assist at a local playground or summer school for small children, but have had to change your plans.

EXERCISE XII: Test Your Envelope Technique

1. Draw and address the envelope in which you would send the letter you wrote in Exercise XI.

Check the envelope carefully. If you have made even one error, go back to Exercise X and draw and address the envelope for the letter you wrote in that exercise.

THE LETTER OF REQUEST

Here is a letter of request; that is, a letter written to ask for help or for a favor. Notice how it is paragraphed. Notice, also, that it is more formal in tone than the social letter written to ask a friend for a favor.

27 Lacombe Trail
Calgary, Alberta
February 10, 19....

Brazilian Embassy
305 Stewart Street
Ottawa 2, Ontario

Dear Sirs:

Our Grade IX social studies class has been studying Brazil and other South American countries. At present we are studying the history and progress of these countries.

Recently one of our members was looking in the *Weekend Magazine* and saw your offer of an illustrated pamphlet on the history and progress of Brazil and a large, colored map of Brazil.

We would be glad to receive a copy or copies of the pamphlet and the map, together with any other material which you might have on Brazil.

Please accept our thanks in advance.

Yours truly,
Deborah Moss

Observe closely how the writer has saved words by using such joining words as *and, or,* and *which.*

What makes the letter businesslike? What has the writer said which shows her good manners?

EXERCISE XIII: Write a Letter of Request

Sometimes a letter of request can be a joint effort on the part of the class.

Decide on some material you think would help you in your social studies. Find out the address of the source of such material and, through discussion, compose a suitable letter.

One such source of information is suggested here.

British Information Services
80 Elgin Street
Ottawa 4, Ontario

This organization supplies pamphlets on Britain and on other members of the Commonwealth and Empire. Chambers of Commerce, particularly those in North America, are usually willing to send material about their cities or states. The best places for obtaining material about countries outside North America are probably travel agencies.

SELLING YOUR SERVICES BY MAIL: THE LETTER OF APPLICATION

Why would an employer wish to receive a letter from a possible future employee even before he interviews the person? The letter of application which follows and the questions about it will help you to answer that question as well as to write an effective letter of application.

1316 Oak Street
Hollywood, California
February 19, 19...

Mr. R. Drucker
Drucker's Drug Store
Picksley, California

Dear Mr. Drucker:

I would like to apply for a job as delivery boy for your drug store.

I am fifteen years of age, active and healthy. I have been employed in this type of work after school and in the holidays for the past two years. I keep my motor bike in good condition and drive it often in the city.

The following persons have given me permission to name them as references:

Mr. P. Jones, Pete's Drug Store, 1316 – 19 Avenue, New York

Mrs. P. Harris, Penny's Drug Store, 1461 Broad Street, Bakersville, California.

I would be glad to see you for an interview any weekday after four o'clock. With my motor bike, I am sure that I can give satisfactory results. I want this job only for the summer.

My phone number is 261-4936.

Yours truly,
David Woods

EXERCISE XIV: Examine the Letter of Application

1. The sample letter, above, consists of four paragraphs. List the kind of information given in each paragraph.
2. Give at least two reasons why the druggist would be likely to consider David's application.

EXERCISE XV: Apply for a Job by Mail

Using the sample letter as a model, write a letter of application for one of the following situations.

1. A position as babysitter
 Box 109 of your newspaper
2. A position as a bus boy in a restaurant
 Box 212 of your local newspaper
3. A position as office boy
 Box 18 of your local newspaper
4. A position as lifeguard at a local swimming pool or beach
 Box 98 of your local newspaper

The Follow-up to the Letter of Application: The Interview

The writing of a letter of application is only the first step toward getting a job. If the employer thinks you would be a satisfactory employee, he will most likely want to see you before he says that the job is yours. In other words, you must prepare yourself for an interview. The exercise that follows will help you to be prepared for such an interview.

EXERCISE XVI: Be Prepared for a Job Interview

Discuss the following ideas with your classmates and your teacher:

1. (a) How should you dress for the interview?

 (b) How will you introduce yourself to the person you hope will be your future employer?

 (c) What should you do about personal mannerisms; for example, gum chewing, fidgeting, smiling, frowning?

 (d) What additional information should you volunteer about yourself: health, punctuality, and so on?

 (e) What have you learned about listening and speaking that will be useful here?

2. (a) Discuss, in class, the kinds of information that an employer might try to obtain in an interview.

(b) Make a list of the points identified in the discussion. Arrange and group the points in what you consider to be a suitable order.

(c) Using these points as a guide, prepare a one-page statement (known as a *profile*) about yourself. How might the preparation of such a profile be useful for an actual job interview?

A LETTER TO THE EDITOR

A letter to the editor of a newspaper is really a type of business letter. When it is printed in the paper, the heading and inside address are not shown because of the space these would require. But when you write a letter to the editor, it is courteous to use an accepted form just as it is for other business letters.

SUPPORT YOUR SCHOOL NEWSPAPER: WRITE A LETTER TO THE EDITOR

If your school publishes a newspaper, you may wish to write a letter to the editor. Just put yourself in the poor editor's shoes for a moment. He often knows little about the readers' reactions to the paper; he frequently is hard put to it to find worth-while material to publish. Your letter to the editor can help him to solve both these problems, and give you an opportunity to take some responsibility in expressing yourself about school conditions and events.

What should you write about? Your choice of subject can mean praising as well as finding fault. If you write a letter that finds fault with the paper or the school, what should you include in your letter after you have stated what, to you, is unsatisfactory? What two qualities which apply to other business letters should also apply here?

Perhaps this letter, written by Bob Smith to his school paper, *The Sentinel*, will help you in your thinking about your school newspaper.

116 Carleton Street
Calgary, Alberta
February 11, 19 ..

The Editor, *The Sentinel*
John Brown Junior High School
Calgary, Alberta

Dear Editor:

Although our school is well equipped for most subjects, I do not feel this is true for science. Most experiments in our science classes are performed by the teacher.

Of course, I don't expect to have it so that each student can build a space station, but I do think there should be equipment and space for each of us to work with the levers and pulleys and other apparatus. I think this is the only way for us really to understand such equipment.

Yours truly,
Bob Smith

EXERCISE XVII: Write a Letter to the Editor of Your School Paper

Write a letter to the editor of your own school newspaper. Choose one of the following topics or write on a subject of your own choice.

Use of playgrounds

The team that won the championship

Library hours

The bare walls in the halls

Sports equipment

The use of the library

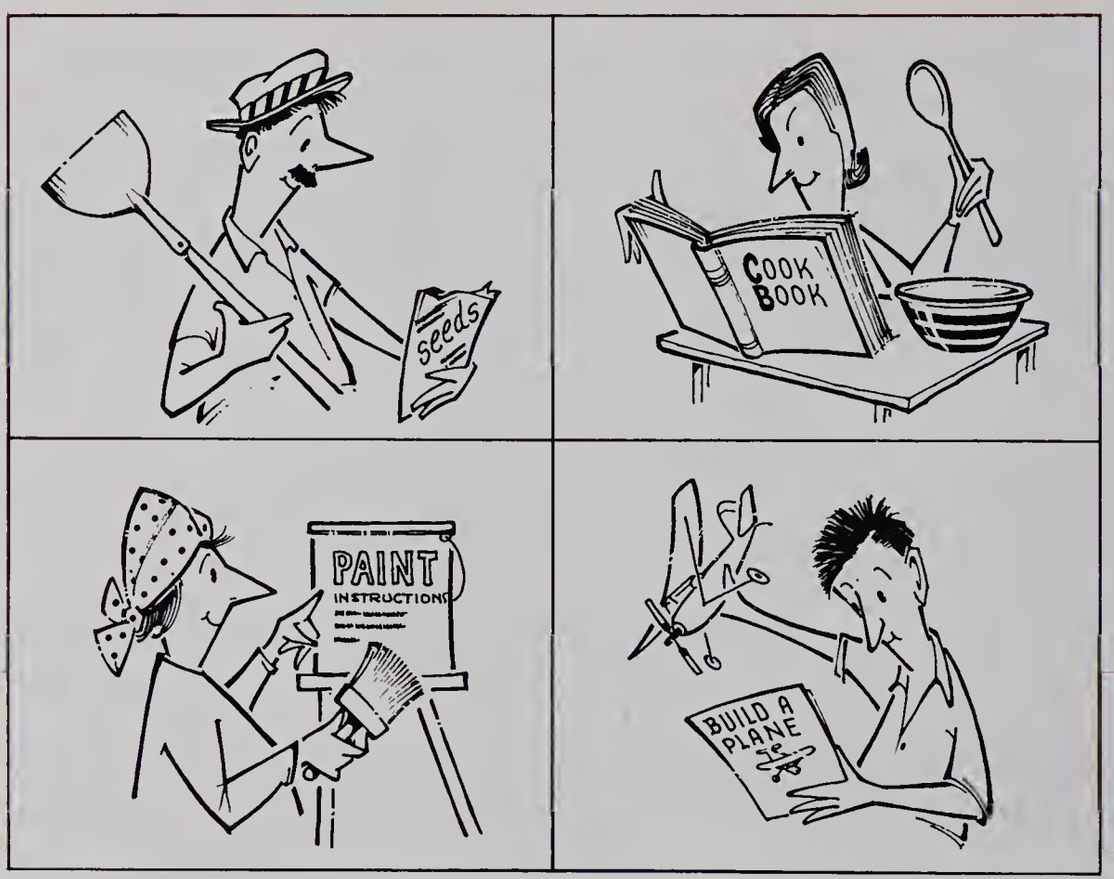
GUIDELINES FOR THE BUSINESS LETTER-WRITER

Be businesslike.
Be tactful.
Know a simple form for business letters.
Be accurate.
Be sharp about sentence structure.

CHAPTER X

Summaries: The Key to Understanding

THINKING ABOUT LANGUAGE



STOP and Think

Each of the sketches above appears to be different from the others. But look again. They are all alike in two ways. What are these two ways?

It is easy to see that each person is reading. But what must each do before he can plant the seeds, make the cake, apply the paint, or build the plane?

CONDENSING IDEAS: SUMMARIES

Most people learn to read quite quickly and easily. But reading involves more than either saying words aloud or seeing them as they follow one another on a printed page. Words arranged in sentences and paragraphs have meaning, and reading them involves understanding their meaning. The woman who is going to do some painting, for instance, must understand the instructions and the order in which she should carry them out.

It is usual for a sentence to have a main idea. And the main idea often has supporting ideas as well. If, when you read the sentence, you recognize the main idea, you are reading with understanding. If you can distinguish between main and supporting ideas, your understanding of what you have read is very good. A paragraph, also, will have at least one main idea and supporting ideas. If you can pick these out, you will understand what the paragraph is about.

One way to make sure you have understood what you have read is to make a summary. There are several different kinds of summaries, and they may be used for different purposes. But even the simplest form of summary requires you to select the main idea. A summary also requires you to express that idea in your own words and to use fewer words than the original writer used. Running notes which you made in previous years and in other lessons in this book are a very informal type of summary. They are useful for recording ideas expressed by a speaker and for gathering material for a report in social studies or science, for example.

Sometimes, however, when you are making a summary of material from a book for your own notebook, you will need



"If the writer of our textbook had done his job properly, we wouldn't need to summarize that chapter for homework."

to use complete sentences rather than running notes. There are gaps in running notes, and, as a result, they may not be so useful to study from. Making a one-sentence summary of a paragraph accomplishes several tasks at once. Because it requires you to express the main idea in a reduced number of words, it becomes a test of your understanding of the idea. Also, the completed summary enables you to see the main idea more clearly, and helps you to remember it more easily for future use.

EXERCISE I: Study the One-Sentence Summary

Below is a paragraph about skiing. Following it are five suggested one-sentence summaries of the paragraph. After you have read the paragraph and the summaries, answer the questions which follow them.

> Cross-country skiing is not just for the racer, or the occasional hardy *misanthrope* of Scandinavian extraction. It is a sport so broad as to escape definition, one which probably opens the door for more people to a wider variety of pleasures than any other phase of skiing. The youngster of six who takes his skis and poles and goes off "sploring" on the hills is following the trail of Amundsen and Nansen. The ski mountaineer with his camp on his back, who works an

expedition into the heart of a range of mountains, needs cross-country techniques to get him there, but no more so than the middle-aged *novice* who wants only a gentle hike on skis. The elderly skier of seventy-five, sliding through the templed twilight of red fir or pine or sequoia, cherishes his partnership with skis and pack since they sustain him in those adventures still open to him in winter.

Bradley, Miller, and Merrill, *Expert Skiing*

1. Before you begin the five suggested one-sentence summaries and answer the questions, read the paragraph on skiing once more. As you read, try to find from the context the meaning of each of the italicized words in the paragraph. Then check the meaning of the words in the dictionary. Try to use these words in your own vocabulary.
2. Now, read the summaries and answer the questions.

A. Cross-country skiing was used by the explorers Amundsen and Nansen.

B. Cross-country skiing is enjoyed, for various reasons, by people of all ages.

C. Cross-country skiing can be a pleasure to everybody, not just the racer or the occasional hardy misanthrope of Scandinavian extraction.

D. Cross-country skiing is fun, and people of all ages can enjoy it.

E. Cross-country skiing can be enjoyed by the six-year-old explorer, the middle-aged beginner, and the elderly skier.

(a) Which summary does not contain the main idea of the paragraph?

(b) Which summary contains details instead of a general statement of the main idea?

(c) Which summary makes too great a use of the author's own words?

(d) Which summary sounds as if the paragraph contains two main ideas?

(e) Which summary does exactly what a one-sentence summary should do?

3. Your answers to (a) to (d) of Question 2 provide a set of guidelines for you in making a one-sentence summary of a paragraph. List the four guidelines in your notebook.

EXERCISE II: Put the Guidelines to Work

Test the guidelines on another paragraph. Read the paragraph; then choose the best of the summaries that follow it.

> Despite the many drag strips where a fellow can run safely, and with the blessing of the law, a small amount of street dragging still persists in some areas. It is sheer stupidity to engage in such a practice. At the speeds modern automobiles are capable of traveling, at the end of a quarter- or half-mile acceleration run a car is actually out of control if something unexpected should happen, and on a highway unexpected things are the order of the day. In addition to the possibility of an accident of some sort that might kill the driver of one or both of the cars, or, worse yet, kill an innocent bystander, is the chance that illegal drags can give a fellow a chance to sit out a few days in the local pokey. As there isn't a jail in the country that was designed with the comfort of its customers in mind, there are many other places where it is much more enjoyable to spend a vacation.
>
> R. E. Peterson and the Editors, *Hot Rod Magazine: The Complete Book of Hot Rodding*

Now, select from the following the best summary of the paragraph.

A. Drag strips are provided for drivers who wish to drag safely.

B. Street dragging is extremely dangerous because of the rapid acceleration of modern cars.

C. Dragging may cause a fatal accident and result in a jail term.

D. A jail is an uncomfortable place to spend a holiday.

E. Dragging is dangerous and it is illegal.

EXERCISE III: Make Your Own One-Sentence Summary

1. Read paragraphs A and B below. Try to give the meanings of the three italicized words from the context. How many of the three do you need to look up in the dictionary? Explain why you need the dictionary for some of the words. Which of the three words are you most likely to include in your own vocabulary? Explain.

2. Test your knowledge of the one-sentence summary by writing one sentence to summarize each of the paragraphs which follow.

A. Another common *misconception* about chimpanzees that Katie and Mugwump finally *dispelled* for me was the idea that chimpanzees have some sort of conscious language by which they can communicate with each other. This pair got on so well together that if they had had any sort of language they would certainly have used it; but although they made a variety of sounds when they were together, I soon realized that these noises were made quite unconsciously and were not a means of intentional communication. They were simply part of the animals' automatic reaction to whatever was occurring. As far as I could see the chimpanzee was not even aware that he had made any sound at all.

Armand Denis, *On Safari*

B. Forest officers normally read for a degree in forestry (three or four years) and university requirements vary slightly. Usually a high standard in science subjects is necessary as the first year is largely devoted to physics, chemistry, botany, and zoology. Later, students are instructed in tree cultivation, forest management, forest

engineering and surveying, forest *mensuration*, geology and soil science. Would-be forest officers should gain some practical experience of forestry work during the holidays in their last years at school.

Look and Learn, No. 264

EXERCISE IV: Make One-Sentence Summaries of Related Paragraphs

Make a one-sentence summary of each of the three paragraphs which follow. Just as each paragraph is connected in thought to the next one, each sentence should be related to the one that follows.

It required about a month of sunlight to cure the cod on the flakes. White fish was the term used to describe a properly dried cod, for the drier it became, the whiter the flesh. Day after day they were turned by the tireless station workers, for curing depended on constant care and a sharp lookout. When the cod became slightly dry they were piled up at night in stacks of eight or ten or twelve under little cabin-shaped wooden covers. When they were stowed away so, they were said to be "en mouton". It kept them free from the dampness of the night and preserved the warmth they had absorbed during the day. The dryer they got, the bigger the stacks became at night, until as many as twenty-five of them lay under each little wooden hood. If rain threatened, they had to be carried into the fish houses and when the flakes were dry again, they all had to be carried out and spread once more.

The final drying of the cod was done on the beaches. A foundation of rocks was laid in a circle. The hard, dry fish were piled up, skin-side down, the necks laid precisely on the circumference and the tails to the center. The pile, rising to a peak in the center, might be anywhere from six to twelve feet in diameter. When the pile was complete, the biggest cod was laid on top, and sheets of spruce bark were placed over the whole to keep off the rain. In its finished state it looked something like a windmill without arms.

Seventeenth- and eighteenth-century cod fishermen were queer unwieldy figures. Each man wore a coat of sheepskin and loose, long-legged boots that came up just below his knees. Over these he wore an apron of sheepskin with the fur turned in and the oiled side out. This, tied around his

waist, kept the coat close about him and then hung over the top of his boots so that the water, whether sea water or rain water, slid harmlessly off and left him warm and dry. Over all this he had another long apron from neck to thighs, and on his head a great woolly hood. Three such grotesque figures shared a boat.

Blodwen Davies, *Gaspé* (adapted)

EXERCISE V: Make One-Sentence Summaries of Textbook Material

Choose three consecutive paragraphs from either your social studies or science textbook. Make a one-sentence summary of each of the three paragraphs. Take care to show a relationship of ideas in the three sentences.

ANOTHER TYPE OF SUMMARY: THE TOPIC OUTLINE

A one-sentence summary is very useful when you want to select the main idea from a paragraph and write it in fewer words for future study. The topic outline is useful when you want to select both the main idea and the supporting ideas from a paragraph. In the summary, each idea is expressed in point form and the points are numbered. Such an outline can be read at a glance. When you gather material from several sources in order to make a report, topic outlines are easily compared so that you soon see which information has appeared in more than one of your reference books and which is new information.

EXERCISE VI: Examine the Topic Outline

Here is a paragraph about one part of the history of Nigeria. Read it carefully, then answer the questions that follow.

The slavers did not investigate the interior of Africa. Slavery already existed there, and there were plenty of tribesmen who were only too willing to raid their fellow-Africans' villages and sell the captives on the coast. Besides, the region was known as the white man's grave, and it required brave pioneers to face disease and death in the mosquito-infested swamps that fringed the coastline. There were other reasons for leaving the interior alone. The transatlantic sailing ships could not voyage far up the rivers, whose banks were lined with savage tribes ready to attack inquisitive strangers. So, at the start of the last century, people didn't even know that the Niger existed. They thought that the multiple streams of the delta were separate rivers.

"Nigeria", *Around the World Program*

A. When you are making a topic outline for a paragraph, it is a good idea to give the paragraph a title. Here are three suggested titles for the paragraph about Nigeria. Choose the one that appears best to you and discuss your choice with your classmates and teacher.

(1) The Slave Trade in Nigeria
(2) Why Slavers Avoided the Interior of Nigeria
(3) Early History of Nigeria

B. Here are five ideas which appear in the paragraph. They are expressed in point form, as they would be in a topic outline. Only two of the five are main ideas. Select the two main ideas.

(1) Slaves brought to the coast by tribesmen
(2) Lack of knowledge of interior
(3) Unhealthy nature of interior
(4) Difficulties in reaching interior
(5) Unfriendly natives in interior

C. If you have chosen the two main ideas carefully, you will have three supporting ideas left over from Part B above. What are they? They will appear in your topic outline as sub-points under one of the two main ideas. Under which main idea do the three sub-points belong?

D. Place the title, main ideas, and supporting ideas you have chosen from A, B, and C, above, in the following outline form. In copying the outline, be careful to capitalize according to rule.

Title

1.

2.

a.

b.

c.

EXERCISE VII: Practise the Topic Outline

Read the following paragraph about the game Run, Sheep, Run.

> The children in our village do not play Run, Sheep, Run. I am not so sure of the reason. It must be because children no longer possess the streets, as they no longer own the vacant lots and the gardens. Traffic is too great a *hazard*, even in our quiet sector, for such wild *excursions*. Perhaps there are no *coverts* left in which to hide. Or could it be the curse of *full employment* among the young? Children belong to the country clubs, and swim away the afternoons. They go to camps. They practise tennis and take riding lessons and *are netted into* hobby groups. Even those we call the underprivileged go to organized playgrounds, presided over by adults. One must have leisure for Run, Sheep, Run — leisure and long, lazy summers. Life must not be hurried, as it is today for everyone. There must be time for the gathering of the clan, time for the chase, and time to come home, shouting, through a dim blue twilight that smells of fresh-cut grass.
>
> Phyllis McGinley, "Purple Was for Danger"
> (italics added by the authors of *Just English 3*)

1. Follow steps A, B, C, and D, given in the foregoing section of this chapter, and make a topic outline of the paragraph above.
2. Try to give the meaning of *excursion, hazard,* and *coverts* from the context. Check your meanings with the dictionary if necessary.
3. What is unusual about both the italicized groups of words in the paragraph? Explain why they are effective.

EXERCISE VIII: Examine the Topic Outline for Two Paragraphs

When you are able to make a topic outline for one paragraph, you are ready to make a similar outline for several related paragraphs.

1. Look at the skeleton outline below and explain the use of the capital letters (A and B), the two sets of Arabic numbers (1 and 2), and the two sets of lower-case letters (a and b).

Title

A.

1.

a.

b.

2.

B.

1.

2.

a.

b.

2. How does the outline show that the original passage contains two paragraphs? In the first paragraph, under which main idea do the supporting ideas come? In this respect, how is the second paragraph different from the first?

Of course, the numbers and letters are not important in themselves. What is important is to be able to select the main ideas and the supporting ideas. However, a pattern of letters and numbers is a help.

EXERCISE IX: Make a Topic Outline of Two Related Paragraphs

Read the following two related paragraphs.

> But you don't have to be a sportsman or even much of a daredevil to enjoy Port Antonio's unique thrill — shooting the rapids on a raft. In the dry season, the two-and-a-half-hour ride down the nearby Rio Grande to the sea is not much more than a pleasant way to explore the dense jungles draping the steep walls of a mountain gorge. When the rains come, however, trips are sometimes cancelled for several days, owing to the danger of being swept under overhanging rocks.
>
> These rafts, fashioned of bamboo poles about thirty feet long and held together with wires and cross struts, originally were the only practical means of floating bananas out of mountain jungle groves and down to the sea, where lighters transported them the rest of the way to ships offshore. Many of them are still used for banana hauling, but a few on the Rio Grande have been fitted up with a high seat at the rear. Each carries two passengers and a poleman near the bow who skilfully keeps the raft off rocks, and avoids whirlpools and other navigational menaces. A bathing suit is recommended attire, not so much because the raft may tip, but for taking a swim from one of the sandbar beaches.
>
> "Jamaica", *Around the World Program*

Use your knowledge of outlining to make a topic outline for these two paragraphs about shooting the rapids in Jamaica.

EXERCISE X: Apply What You Know to Textbook Material

Find a partner in your class and together choose two or three related paragraphs from a chapter or selection in one of your textbooks. Each of you make a topic outline of the paragraphs you have chosen.

After you and your partner have each completed an outline, place the two outlines side by side. Compare your work and discuss points about which you did not agree.

THE SENTENCE OUTLINE: A CLOSE RELATION OF THE TOPIC OUTLINE

Sometimes it is a good idea to use complete sentences, rather than points, in an outline. If you wish to use the outline at some future time, the complete sentences will help you to remember better what was in the original paragraph. Besides, writing the sentences gives you practice in expressing main and subordinate ideas fully and yet briefly in your own words.

Here is a paragraph about a healer; that is, a man who uses his hands to heal the pain of another person.

> In the case of a certain well-known healer, a French peasant living in the Midi, it has been described how he will not let you tell him of your ailment but runs his hands over your body until he comes near to the torn muscle, the twisted tendon, or whatever it may be. A curious rattling or crackling sound is set up between his fingers, which might be trying the notes of some stringed instrument, and the sinews and muscles of your leg or arm. This becomes much louder when he reaches the exact spot, and then, with a sort of rending or tearing sound, and much excitement, he takes away his hands and the cure has been effected. But his hands are perfectly white, the fingers swollen, and this chalky pallor extends up his wrists into his open sleeves. For a few moments he is in intense pain. The inference must be that he has the faculty literally to remove or take

away the pain. Having manipulated what was out of place, or twisted, into its position, the pain passes into him and, after a short while, dies away.

Sacheverell Sitwell, *Poltergeists*

EXERCISE XI: Build a Sentence Outline

The two main ideas of the paragraph above are expressed in sentences in the outline given below. Space is provided for three supporting ideas under both of the main ideas. Copy the partial outline into your notebook and complete it by writing each supporting idea in a complete sentence.

The Healer's Method

1. The French healer followed three steps in curing pain.
 a.
 b.
 c.
2. The healing had a definite effect upon the healer.
 a.
 b.
 c.

EXERCISE XII: Convert a Topic Outline into a Sentence Outline

Read the paragraph which follows.

It is well that the commonest fruits should be also the best. Of the virtues of the orange I have not room fully to speak. It has properties of health-giving, as that it cures influenza and establishes the complexion. It is clean, for whoever handles it on its way to your table but handles its outer covering, its top coat, which is left in the hall. It is round, and forms an excellent substitute with the young for a cricket ball. The pips can be flicked at your enemies, and quite a small piece of peel makes a slide for an old gentleman.

A. A. Milne, "Golden Fruit"

Now examine the topic outline for the paragraph about the orange.

In Praise of the Orange

1. Good qualities of the orange
 a. Healthful
 b. Clean
2. Uses of the orange
 a. As a ball
 b. As a weapon
 c. As a slide

In your notebook, change the topic outline into a sentence outline. Remember that each item must be a complete sentence. Refer to the original paragraph for the additional facts which you will need in writing the sentence outline.

REVERSE THE TOPIC OUTLINE: A PLAN FOR WRITING

You have been using the topic outline to help yourself to understand written material and the way in which it is organized.

You can also use the topic outline to organize your own ideas on a subject. Then your outline becomes a guide for your own composition.

Follow the steps in making such an outline. Then decide what operation is involved in each step.

Step 1

country school — chilly mornings
waterbury heater — not like pot-bellied stove of farm
large coal and wood stove with jacket
filled one corner at back of room
started in morning by thirteen-year-old janitor
came an hour before school
armfuls of kindling, paper, scoops of coal
pleasant crackling
11 a.m. heat just right
afternoon, an inferno

Step 2

heating system of country school
waterbury heater
coal and wood stove with jacket
filled one corner at back of room
started by young janitor one hour before school
behavior of heater
swallowed armfuls of kindling, paper, scuttles of coal
responded with crackling, little heat
comfortable for hour before noon
by 2:30 an inferno

Step 3

The Fiery Giant of the Country School

A. Description of the heater
 1. Name
 2. Appearance
 3. Fuel
 4. Size
 5. Custodian of the heater
B. Behavior of the heater
 1. Appetite
 2. First response
 3. Second response
 4. Final response

Step 4

The Fiery Giant of the Country School

The heating system of the country school was no modern furnace, unseen and unheard. Instead, it was a Waterbury Heater, a name which came to be synonymous with unpredictability as far as heat was concerned. It was a giant, occupying one whole corner at the back of the schoolroom and living on wood and coal served up by the thirteen-year-old schoolboy who held the important position of janitor.

Theo, the janitor, arrived at eight each morning and hardly removed his jacket before he fell to his task of placating the giant so that teacher and children could work without mittens at least. First of all, the monster enjoyed a breakfast of armfuls of kindling and paper, topped off with an

encouraging shovelful of coal. He must have enjoyed his first meal of the day because he crackled so cheerfully. But not yet did he consent to breathe any warmth into our comparatively small schoolroom. During the morning, Theo punctuated his lessons with trips to the giant into whose maw he shovelled increasing quantities of coal. By eleven o'clock, however, the atmosphere had acquired a cosiness suggestive of a Christmas evening around a jolly yule log. Alas! The giant's gratitude then knew no bounds. As the afternoon wore on, he emitted such heat that cheeks grew rosy and heads nodded. Before settling down to be a normal heater once more, our monster reached such heights that he could only have been aspiring to emulate the inferno of the Old Testament. At last, school closed for the day. As the little janitor closed the door, he knew that the heater was preparing for the next day's battle.

EXERCISE XIII: Apply Your Understanding

1. Now, express in your own words what each of the four steps consists of.
2. Compare the outline in step 3 with the composition in step 4. In what way are they alike? In other words, *what did the outline help the writer to do*?

EXERCISE XIV: Use a Topic Outline to Organize Ideas for a Composition

Using a personal topic of your own choice, rather than a topic for which you have to collect facts, make a topic outline. Use it as a basis, and write the composition. Here are a few suggestions to start you thinking: what happens when we clean up the yard in the spring, when we go on an all-day picnic, when Mother goes fishing, when you bath the dog.

Try to use vivid and sometimes unusual words in your composition.

Compare your outline with your composition to see that the outline has really served its purpose.

THE PRECIS: THE ARTIST'S TOUCH

The word *précis* has the same origin as the word *precise*. This means that the piece of writing called a précis is exact in containing the same ideas as the original piece of writing. However, a précis condenses the original passage by expressing the same idea more concisely.

Consider the sentence that follows and the précis of it.

> *The skins of these were in splendid condition for domestic use and for the adornment of the hunter's lodge, also for the trappings of a horse, and in camp at night he stretched, and with the help of his companions he cleaned and dried these bear skins.*

The sentence above is quite long, and it contains details which are not necessary to the essential meaning of the sentence. For instance, for how much of the sentence could you substitute the phrase *for many purposes*? What ideas from the original sentence could you include in the word *prepared*?

Here is a précis of the original sentence:

> *Aided by his companions, he prepared the fine bear skins to serve many purposes.*

EXERCISE XV: Make a Précis of a Sentence

For each of the four sentences which follow, write a précis or condensation. As you do this exercise, keep referring to the example above for guidance.

1. Hurriedly the party made ready for the return, rounding up the horses, packing up as much of the spoil of the camp as they thought fit, and selecting two or three of the largest of the Blackfoot lodges, for winter was near, and they might need this shelter before reaching home.
2. The wolf pups' new home, half a mile from the old den, was a narrow, truncated ravine filled with gigantic boulders which had been split off the cliff walls by frost action.

3. A legend, deeply unreliable, has it that some thousands of years ago an Arab merchant, wandering over the desert, stopped for lunch, poured out the milk that he had kept in a skin bottle made from the lining of a calf's stomach, and found an odd but pleasant-tasting mess, now known as curd.

4. Drastic action was called for, and so, with the smile of a traitor, he fed it a particularly ferocious cough drop which he had in his pocket, and the dog rushed away howling.

EXERCISE XVI: Make a Précis of a Paragraph

The material below is organized into three steps. Read the material; then answer the questions that follow.

Step 1

Wind-slab is a heavily *compacted* layer of *snow*, often quite *thick*, formed by wind blowing over a relatively stable layer of deep powder. It is not the same thing as the wind-plastered snow that forms on open mountainsides that are constantly subjected to wind, but a special situation where the thick *crust lies over a mass of loose snow*. Its presence unsuspected, it *may let go* in an area normally safe and surprisingly gentle. Moreover the *danger exists long after the warning* of a heavy fall of snow is forgotten. (90 words)

Bradley, Miller, and Merrill, *Expert Skiing*

Step 2

Wind-Slab

1. Deep snow pressed down
2. Loose snow underneath
3. Danger if wind-slab unrecognized

Step 3

Wind-Slab

Wind-slab is a fairly deep layer of pressed-down snow. Loose snow lies underneath it. If wind-slab is not recognized, it is dangerous, as it may give way even on a normally safe, easy slope. (33 words)

Now examine each step carefully by answering the questions that follow.

1. In step 1, certain words and groups of words in the paragraph have been emphasized, for this exercise only, by being placed in italics. Examine the italicized words in relation to the rest of the paragraph. Why do you think these words were emphasized? What clue may this emphasis provide for the first step in writing a précis? What, then, does step 1 consist of?
2. What form has the writer used in step 2?
3. Step 3 is the finished précis. In what form is it written? How does its length compare with that of the original paragraph? What words did the writer use in place of *compacted*, *thick*, *unsuspected*, *let go*, and *gentle*? Why did he use his own words in place of the author's words? What sort of ideas have been omitted from the original paragraph?
4. Your answers to the questions on the three steps in making a précis will have provided you with a set of guidelines similar to the ones that follow. Look back at the questions and your answers to them and set down six guidelines to be followed in making a précis.

 Compare your guidelines with the ones listed below.

 1. Make a list of the important ideas in the original passage.
 2. Make a topic outline, providing a title and using the ideas you have listed.
 3. Write the précis in paragraph form, using full sentences.
 4. Use synonyms where possible, showing that you have understood the words in the paragraph.
 5. Make the précis one-quarter to one-third the length of the original paragraph.
 6. Do not include minor details such as description.

EXERCISE XVII: Practise Making a Précis

Here are three paragraphs. Make a précis of each, remembering to follow the guidelines.

A. Wind-slab usually gives fair warning; there is a hollow sound underfoot like that made by tunking a ripe pumpkin; or there is the thump of snow settling as you walk on it; or the sharp sound of cracking. The cracks themselves, sometimes very small, can often be seen shivering out ahead of your skis, and the presence of a loose hollow base may be ascertained by probing with the ski pole. That is the time to turn back, for when the wind-slab lets go, the whole slope shatters and comes down in the same instant, like a deluge of cement blocks. (103 words)

Bradley, Miller, and Merrill, *Expert Skiing*

B. At first everyone assumed that the okapi was extremely rare, and it was placed under the most rigid protection by the Belgian government. Then it gradually appeared that the animal was not so much rare as virtually uncatchable. Far from being in any danger of extermination, the okapi occurs over a huge area of the Congo forest; but being shy, nocturnal, and superbly camouflaged with chestnut skin and black-and-white stripes, it is hardly ever seen in the wild. Normally, the pygmies are the only people who catch sight of an okapi, and it was of course the pygmies who had brought Putnam the okapi I saw him feeding now. (111 words)

Armand Denis, *On Safari* (adapted)

C. But Guayaquil is not only a port. There the balsa logs, for which the country is so famous, are sawed in many mills, lubricating oils are refined from the petroleum pumped from the Ancon wells, cement is manufactured in a plant that supplies practically all domestic needs, a shipyard famous in colonial times for its ocean-going sailing vessels now builds river steamers, and in the sands of ocean beaches nearby iron ore of good quality has been found in great quantity. By using a new smelting process a ten-million-dollar steel mill near Guayaquil has been turning out steel products for several years. (105 words)

"Ecuador", *Around the World Program*

CHAPTER XI

The ABC's of Report Making

THINKING ABOUT LANGUAGE

Mr. Gregory teaches English to Grade IX students in a junior high school. He has the habit of reading aloud to his students, not a whole book, but a passage from this one and another from that. Often, a student will ask at the library for a book from which Mr. Gregory has read a tantalizing passage.

One day Mr. Gregory read to the class from Arthur C. Clarke's *Dolphin Island*, a science-fiction book about some distant future time when hoverships will carry passengers rapidly around the world on international throughways. The main character in the book is Johnny Clinton, who is rescued from a shipwreck by dolphins.

While Bob Phillips was listening to a passage from this book, he almost unconsciously picked up his pen to make a few running notes.

If you can translate Bob's notes, you will know what electrified him and led to the making of the notes.

> Dr. Keith, scient., showed J. pict. of dolph. J. recog. 5 as his resc. Dr. K.: "Did d. speak to you?" "Squea. and whist." Dr. K. pressed butt. of loud-sp. Noise of old-fash. gas eng. "Gd. morn., Dr. K." Quicker than hum. sp. but dist. and intell.

STOP and Think

1. What are the three main ideas in Bob's running notes? Which is the most exciting idea?
2. Bob decided to set the three main ideas down in outline form.

Dolphins

1. Can be distinguished from one another
2. Can speak words
3. Can speak intelligently, not just imitate

Bob became more and more intrigued with the idea of dolphins being able to talk. Then he remembered that the book was science fiction. However, he had seen news items which expressed ideas similar to those in the book. Suddenly he had a burning desire to learn more about these strange animals.

With the one word *dolphin* in his mind, Bob went to the library, determined to learn all he could. Mr. Gregory had already agreed that dolphins would be a good subject for a report.

WHAT IS A REPORT?

What is involved in making a report? A report requires research; that is, it requires the gathering of material on the chosen subject. Much material should be gathered, and from it a selection must be made of information which has a direct bearing on the subject. A report also involves organization of the material so that the report will move smoothly from one



"Either I make my report on salmon fishing, tonight, or Miss Jones makes a report on me to the principal, tomorrow."

sub-topic to the next. And, finally, the report is written or delivered orally.

You will be able to follow and share Bob's report making in this chapter.

EXERCISE I: Enter the Arena; Have a Burning Desire to Learn About Something

1. In order to share Bob's experience, choose a subject to investigate. Do not choose too broad a subject; for example, sports or fish. If your interest is a broad one, limit your subject to one area of it. If your great interest is sports, perhaps you have a particular interest in badminton. Anyone who is interested in the general subject "fish" might find aquarium fish or even just guppies worth investigating.

 Here are a few subjects from which you may like to choose or which may help you to find a choice of your own.

Flying Saucers	Hypnotism
Louis Riel, Saint or Sinner?	General Brock, Canadian Hero
Greats in Canadian Sports	Air Pollution
Bats	Yogi
	Fingerprints

When you have chosen a subject that you really want to investigate, step 1 of your report making has been accomplished.

2. When you go to the library, which sources of information will you explore to make sure that you have the most up-to-date material on your subject? You may be wise to defer your first visit to the library, however, so that you can profit from Bob's experience.

A Quick Aid to Research: *The Reader's Guide*

Bob looked first in magazines, because he wanted up-to-date material to see what facts would support Arthur Clarke's science-fiction novel on dolphins. Fortunately, he did not have to leaf through a large number of magazines to find articles about dolphins. In the library, he went directly to the most recent number of *The Reader's Guide to Periodical Literature*. The material in this publication is arranged alphabetically. Each item appears three times, just as each book appears on three different cards in the card catalogues in the library. What are the three headings under which a book appears in the card catalogue? To find his articles in *The Reader's Guide*, which one of these would Bob have used?

Good Hunting: The First Day's Bag

With the help of *The Reader's Guide*, Bob found two issues of *Science Digest* with articles on dolphins.

In the March 1965 issue, he found the article "Intelligent Life on *This* World" by Hugh Downs. The issue for May of the same year carried Andrew Hamilton's article, entitled "What Science Knows About Dolphin Talk".

On separate cards, Bob was careful to record each of the articles which he intended to use.

Downs, Hugh: "Intelligent Life on *This* World", *Science Digest* (March, 1965) pp. 88-91

Hamilton, Andrew: "What Science Knows About Dolphin Talk", *Science Digest* (May, 1965) pp. 9-15

The Value of a Bibliography

Bob recorded the articles in this way because when his report was finished he would need to make a bibliography of the materials he had used to find information for his report. By recording the sources of his information accurately and in accepted bibliographical form at this stage of his work, he was ensuring that he would not need to repeat this part of his research later.

Most important, Bob recognized the value of a bibliography: it gives direction for further reading to a person particularly interested in the subject of the report. Bob also knew that a bibliography is placed on a separate sheet at the end of the report.

EXERCISE II: Find the Order in a Bibliography

1. The items from a bibliographical entry have been arranged in their correct order in the column below. What kind of information is given in each item? (Note that the items are set down in a column for this exercise only.)

 Downs, Hugh
 "Intelligent Life on *This* World"
 Science Digest
 March
 1965
 pp. 88-91

2. You will discover more about recording information in a bibliography by studying the form of Bob's entries on page 269 and by answering the questions that follow.

 (a) For what purpose is the comma used?

 (b) For what purpose is the period used?

 (c) What use is made of quotation marks?

 (d) For what main purpose are italics used? (Note that in handwritten, as in typed manuscripts, italics are indicated by underlining.)

 (e) The author's name appears first in the record. Make a rule about the way in which you would write down the author's name in a bibliography.

 (f) A bibliography is likely to contain at least two sources of information. Make an intelligent guess about what would determine the order in which these would appear in the bibliography.

EXERCISE III: Make Use of What You Know About a Bibliography

1. With your subject in mind and with your knowledge of a bibliography, make your first visit to the library to look for

material for your report. Find at least two sources of information for your subject.

Here are some questions to guide you in your search.

(a) In what way would each of the following be of help in your research in the library: the card catalogue, *The Reader's Guide*, an encyclopedia, the librarian?

(b) In the card catalogue, will you look for author, title, or subject? Explain.

(c) For what kind of subject are you likely to go to *The Reader's Guide*?

(d) Give two reasons why you might leave the encyclopedias as a last resort in your research for this report.

(e) At what point in your search for material would you be likely to consult the librarian? Why?

(f) When you have found books that contain your subject, in what two places in the books will you look to find whether or not you are likely to find the books useful?

(g) What did you learn about reading in Chapter III that will help you to assess the usefulness of material before you take the books out of the library?

2. When you are sure that your source material is useful, write down the information about your sources as you learned to do in Exercise II.

Armed with source material and a bibliography of that material, you have now attended to step 2 of your report.

First Things Come First: Organization

Bob read each of the articles once to have a general idea of what they contained. Next, he looked back at the brief outline he had made from his running notes on Arthur Clarke's novel.

Dolphins

1. Can be distinguished from one another
2. Can speak words
3. Can speak intelligently, not just imitate

From this outline, Bob decided on three headings under which he would make more running notes, using the magazine articles.

1. Characteristics of dolphins
2. Speech of dolphins
3. Comparison of dolphins with man and other creatures

EXERCISE IV: Make Useful Headings for Research

Examine the headings which Bob made as a guide for his notemaking.

1. How did Bob arrive at his first heading from Point 1 of the outline made from the running notes on *Dolphin Island*?

2. Why is *Characteristics of dolphins* better for a heading than *Can be distinguished from one another*?

3. Similarly, compare Point 2 of the outline made from the running notes with the second heading. Why is *Speech of Dolphins* a better heading than *Can speak words*?

4. Finally, compare Point 3 with the third heading. In what way is *Comparison of dolphins with man and other creatures* an improvement on *Can speak intelligently, not just imitate*.

5. For each heading, decide which is the key word that tells Bob what kind of details to look for when he reads.

6. What kind of key word should a heading contain?

EXERCISE V: Make a Plan for Research

Start work on the topic you have chosen for a report. Make a short list of headings as a guide for your reading and note-making. This is step 3 towards your finished report.

For example, if you have chosen a subject like "General Brock, Canadian Hero", your headings might be as follows: Who was he? When was he a hero? Where did the events take place? Why was he a hero?

Selecting Information

The three headings Bob decided on would keep him on the track of selecting useful information.

Here are his running notes for the first heading.

1. Characteristics of dolphins

 Goes to aid of hum. in troub. Never attacks hum. Never unfriend.

 No means to attack hum. Lets hum. pat it.

 Warm-blood., breathe air (not fish, mamm.).

 No vocal cord. Brea. in thru blowhole in head.

 Air to lungs, then to sacs in head. Closes valves, forces air past valves, sounds made. Ears bur. in head — good sen. of hear. Jaw may act as anten.

 Dolph. can be tamed. Social anim. Likes to be stroked.

EXERCISE VI: Be Sure You Are the Author of Your Notes

Here is one extract from "Intelligent Life on *This* World" which Bob used for the notes under his first heading.

> The nature of dolphins causes them to appear to be helpful to humans. There is no hard evidence that this helpfulness is in the nature of a desire on the part of the dolphins to establish communication with humans. Still, consider

this: A dolphin does express an apparent concern for humans in trouble and there is to date no record of any dolphin's attacking a human or behaving in a hostile manner. In fact, there appears to be no retaliatory mechanism capable of being aimed at humans.

Science Digest

Now read Bob's running notes on this small extract.

> Goes to aid of hum. in troub. Never attacks hum. Never unfriend. No means to attack hum.

Compare the running notes with the extract.

1. How does the extract express the first idea which appears in the notes in these words: *Goes to aid of hum. in troub.*?
2. What word does Bob use instead of *hostile*?
3. Which statement in the extract corresponds to Bob's note *No means to attack hum.*?
4. In using his own words, what has Bob been careful to do?

Systematic Notemaking Requires Rereading

Bob read the two articles again in order to make running notes on his second heading.

2. Speech of dolphins

> Known for long time that dolph. whist., chirp, tweet, mew, click, rasp, bark, moan (Grk. and Rom.)
>
> Two voices: a. Talk — chirp, tweet, whist. to commun. with other dolph. and other creat. b. Sonar — rasp, click; echo sent back to tell size, locat. of obj. in way.

Remember that both the articles that Bob used were from a scientific magazine. But what do you notice about the language Bob uses in his running notes? There are two reasons for the kind of language in the running notes. What are they?

Bob still had one more heading. However, he was becoming familiar with the material in the articles, so that he could quickly locate the information for the third heading.

3. Comparison of dolphins with man and other creatures

 Like man, able to think. Has a personality — more indepen. than dog, more affection. than cat, better sense of humor than otter. Can be trained, takes part in own train.

 Brain wt. 3.5 lb. Man 3.1 lb.

 Brain to total wt. ratio: dolph. 2.1%, man 1.17%.

 Other anim. less.

 Dolph. learn quick. Push "yes" butt. few tries; monkey, 100 tries.

EXERCISE VII: Make Notes, the Raw Material of the Report

1. In your source material, find the sections that will be useful.
2. Read quickly through the useful sections to have a general idea of what they contain.
3. Using Exercise IV as a guide, check your headings, and reword any which you feel need improving.
4. Make running notes under each heading, keeping Exercise VI in mind as a guide.
5. When you have completed items 1 to 4 in this exercise, for all your source material, you have accomplished step 4 on the way to a satisfactory report.

Get Your Money's Worth Out of Your Reading

Bob noticed that, in the articles he had read, an anecdote or small story was often used to illustrate a fact that was stated. He decided to add a new heading to the three he already had.

4. Experiences with dolphins

 Dolph. "Opo" in sea near N.Z. played ball with swim., let them pat his head, let girl of 13 ride on back, chirp.

and whist. to peop. Commun. Resear. Instit., Miami, Fla., Dr. J. C. Lilly found dolph. try to speak like peop., scold. Wife laugh. Dolph. tried to l. Begin. 20th cent. dolph. "Pelorus Jack" swam with ships across Cook Str.

Florida, recent., wom. caught in current. Pushed up on beach. Only a dolph. in sight. Hawaii, "Keiki", young m. dolph. caught for exper. Ans. to whist. Free in open water in day, return. to cage at night.

Resear. ship *Sea Quest* 300 mi. sou. of San Diego. Put upright alum. poles in water. Dolph. seem. to discuss, sent out scout, decid. harmless. Ignored.

Fill in the Gaps: The Place for Further Research

Bob now read his own running notes carefully under all four headings. He had one question in mind: What is missing?

Looking at the first heading, he realized right away that something was missing. He had a list of characteristics of the dolphin — but could he describe this strange, enchanting beast? What about its color, size, shape, expression? After all, the science-fiction novel had suggested that dolphins can be told apart or recognized as individuals. This gap in his material needed to be filled.

Next, Bob paused at the reference to the Greeks and Romans under his second heading. He decided that the most likely place to find out what they had known about the speech of dolphins was in their myths and legends. Perhaps some of those ancient tales contained stories of dolphins. Besides, he had added a fourth heading to include people's experiences with dolphins. The Greeks and Romans would probably fit in here.

Another search in the library was clearly indicated to supply the missing links in his chain of information.

EXERCISE VIII: Search for Additional Material

1. Why might Bob now look for additional information in books rather than in magazines?

2. Read over your notes, as Bob did, and decide what further information will round out your report. Go to the library to search for what you want.

 (a) You may find several books which appear useful. To save time, where will you look first in the books?

 (b) Make running notes of any new material which is useful. Look back at Exercise VI in this chapter to keep yourself on the right track in your notemaking.

More Good Hunting: Material to Fill the Gaps

On his second visit to the library, Bob found the book *Dolphins* by Anthony Alpers. A brief examination of the table of contents suggested that it contained considerable information about the subject of his report. The material should be up to date, too, he thought, as the book was published in 1960 and revised in 1963. A quick search in the index indicated that there were several pages about the Greeks and Romans and their experiences with dolphins.

First, Bob recorded the book for his bibliography.

Alpers, Anthony: *Dolphins*, London: John Murray, 1963

The book contained so much useful material that Bob decided against making continuous running notes for whole paragraphs. He used the index as a guide to find information relating to his headings and made notes accordingly.

1. Characteristics of dolphins

 Bottle-nosed dolphin (Tursiops) more intell. than common dolph.

 More than 10 or 11 ft. long. Plump. Upper parts and tails purplish grey, lighter on sides, white underneath.

 Mouth turns up at corners (dolph. smile)

 No markings on body or head like Comm. d.

 D. like music. Crowd around to hear.

 Prehist. ancest. had legs, lived on land

 D. mother gives baby loving care

Next, Bob used the index to find what the Greeks and Romans had to say about dolphins.

> Oppian, Gr. poet — d. existed before men. Lived in cities with peop. Then gave up land for sea. Homer tells that Ulysses' small son Telemachus fell into deep water; saved by d.

One of the most interesting ancient stories about dolphins concerned the Greek musician Arion.

> Arion born on is. Lesbos. Lyric poet, played on cithara. About 625 B.C. at court of tyrant Periander of Corinth. 200 yrs. later story told to Herodotus, historian, by peop. of Lesbos and of Corinth.
>
> Arion went to Sicily to take part in Olympic-type games, sing and play on harp. Won prize, rec. many presents. Sailors on return jour. pirates, plot. murder of A. to get his treas. A. asked permiss. to play and sing once more. Sang song to ask help of gods. Threw himself into sea. As he sang, dolph. gathered to listen. In sea, one d. took A. on back and carried to shore. Up to A.D. 100 statue of A. on d. seen in temple in Greece.

At last, Bob felt that he had both the kind and amount of material needed to make a report that would satisfy him and his teacher.

EXERCISE IX: Bring Bob's Bibliography Up to Date

1. The book *Dolphins* was written by Anthony Alpers. Bob now had three sources of information. Write them down in the order in which they will appear in his finished bibliography. You may need to refresh your memory by looking back to your answer to Question 2 in Exercise II of this chapter.
2. Suggest a reason why page numbers are not included in recording the book *Dolphins* for the bibliography.
3. *London: John Murray.* What is the meaning of this item? Why is it needed for a book and not for a magazine?

EXERCISE X: Reach the End of the Line with Raw Material

What you do in this exercise is really part of step 4 in making a report. However, this is an important exercise, because when you have finished it the raw materials for your report should be complete and ready for use.

1. Go to the library and find one more source of information.
2. Record the book for your bibliography.
3. Make notes for any headings where there are gaps in your information and for any new headings you have decided upon.

Making the Outline: The Blueprint

Bob was now ready to assemble his material in an outline which would be his guide in writing the report.

Here is the order in which he finally arranged his headings:

Description
Characteristics
Speech
Experiences with dolphins

Next, he checked his notes carefully and decided on minor points to use under the headings.

His next draft outline looked like this:

A. Description
 1. Kind of animal
 a. In prehistoric times
 b. At present
 2. Size
 3. Color
 4. Facial expression

B. Characteristics
 1. Approach to humans
 2. Human likeness
 a. Evidence of intelligence
 b. Mother love
 c. Smile
 3. Method of making sounds
 4. Method of hearing

C. Speech
 1. Talk
 2. Sonar

D. Experiences with dolphins
 1. Ancient times
 Greek musician Arion
 2. Modern times
 a. Opo near New Zealand
 b. Woman in Florida
 c. Scientist in Miami

You will have noticed that Bob's outline is very detailed. Now look once more at his main headings and the running notes for each heading. The outline is a formal presentation of the main headings and the material contained in the running notes. Sometimes you may want to make a formal outline; sometimes you may write your composition using main headings and notes as your guide. Remember that an outline, formal or informal, is only a means to an end. It is a guide for the preparation of the final report, written or spoken.

EXERCISE XI: Examine the Finished Outline

Here is Bob's final outline. Study it and answer the questions about it.

Bottle-Nosed Dolphins: People of the Sea

I. Introduction

II. All about Bottle-Nosed Dolphins
 A. Description
 1. A kind of animal
 a. In prehistoric times
 b. At present
 2. Size
 3. Color
 4. Facial expression
 B. Characteristics
 1. Likeness to humans
 a. Smile
 b. Evidence of intelligence
 c. Mother love
 d. Liking for music
 2. Attitude to humans
 3. Method of hearing
 4. Method of making sounds
 C. Speech
 1. Talk
 2. Sonar
 D. Experiences with dolphins
 1. Ancient times
 Greek musician Arion
 2. Modern times
 a. Opo near New Zealand
 b. Woman in Florida
 c. Scientist in Miami

III. Conclusion

1. List the three main sections in the outline.
2. How did Bob show that these are the main sections of the report?
3. How many paragraphs will he have in the second main division or body of the report?
4. What system of numbering or lettering does he use to indicate paragraphs within a main section?

5. How do you know that there will be only one paragraph in the introduction and only one in the conclusion?
6. Give two reasons why there is less detail in the final outline than in the original outline and notes.
7. *II. All about Bottle-Nosed Dolphins*
 This is the heading for the second main section of the report. Why is this heading necessary when each paragraph in the section has a heading?
8. The report will consist of six paragraphs. How does the outline show this information?
9. Why is there no letter beside *Greek musician Arion* under Point 1 in paragraph D?
10. What use is made of Arabic numbers (1, 2, 3, etc.) in the outline?
11. For what purpose are lower-case letters (a, b, c, etc.) used in the outline?
12. Why did Bob not make a title for his report until he was preparing his final outline? Need the selection of a title be delayed until this stage of the report? Explain.
13. Which of these ideas apply to Bob's title?
 (a) Contains not more than three words
 (b) Contains not more than six or seven words
 (c) Is too general
 (d) Contains key words about the content of the report
 (e) Arouses the reader's curiosity
 (f) Is a plain statement of fact
14. From your answer to Question 13 above, list the qualities of a good title.

EXERCISE XII: Make an Outline to Guide Your Report

Using what you learned in Exercise XI, make the outline which will provide the guidelines for your report. Give your report a title. This is step 5 towards a report of which you can be proud.

The End of the Road: The Finished Report

With outline and notes in front of him, Bob was ready to write his report. Of course, he wrote his report and then improved it in several ways. Finally, he checked the spelling and punctuation.

Here is the final copy of his report.

Bottle-Nosed Dolphins: People of the Sea

The best known and most interesting of the many kinds of dolphins is the Bottle-nosed Dolphin. Since ancient times, man has known this animal. Recently, scientists have become interested in it because of its intelligence, its voice, and its extraordinary sonar equipment.

Even in its appearance, the Bottle-nosed Dolphin is an unusual animal. Although it is an animal, not a fish, it spends all its life in the water. There are many stories about dolphins, stemming from Greek times. One of these myths, attributed to Oppian, a Greek poet, tells how the dolphins existed before men, and lived on land. According to Oppian, dolphins later inhabited the cities among men. Greek mythology also tells how the dolphins left the land and went into the sea, where they have remained ever since. The Bottle-nosed Dolphin is about eleven feet long and quite plump. Its color is a purplish grey, which grows lighter on the sides. Underneath, the dolphin is white. A distinguishing feature of this dolphin is the upward curve at the corners of its mouth, which makes it look as though it is smiling.

Through the ages, man has discovered many characteristics of the Bottle-nosed Dolphin. Not only does it appear to smile as humans do; the mother gives her baby loving care, like human mothers. Dolphins are even fond of music. Some fishermen in the Mediterranean Sea told of dolphins crowding around a small boat on which music was being played on a radio. The men had to turn the radio off because the animals rocked the boat. Then the creatures disappeared. Dolphins are attracted to humans, too. They will play in the water with swimmers, and they like to be patted. A dolphin's ears are buried deep in its head, but it hears very well. It has a peculiar way of making sounds, as it lacks vocal cords. First it breathes in through a blowhole in the top of its head. The air goes to the lungs and

then to sacs in the head. Valves near these sacs close, and the dolphin forces air past the valves and this produces sound.

The sounds which dolphins make are actually referred to as speech. Even the Greeks and Romans spoke of the different noises a dolphin can make, such as whistling, chirping, and tweeting. Gradually, people have learned that these three sounds are dolphin-talk, used to communicate with each other and with humans. These animals also make rasping and clicking noises. These sounds are made when there is an obstacle in the way. The sounds produce an echo which bounces back and tells the dolphin the size and shape of the obstacle. Thus the dolphin has a built-in sonar system. This natural device was illustrated recently. The research ship *Sea Quest*, 300 miles south of San Diego, set up aluminum poles in the water. The dolphins seemed to discuss the poles from a distance and sent a scout to investigate them. They evidently decided the poles were harmless, because from then on the animals paid no attention to them.

What is especially interesting about dolphins is the long history of human contact with the animals. Records of these experiences began long ago. Herodotus, a famous Greek historian who lived around 500 B.C., tells a story about the Greek musician Arion and dolphins. Herodotus heard the story on the island of Lesbos where Arion was born and at Corinth where the musician spent a good many years, so the story would appear to be true. Arion was returning from Sicily laden with many presents and the prize he had won at the games there. However, the sailors on his ship were really pirates, and they planned to kill and rob him. Arion begged that he might play and sing once more, and his request was granted. After he had sung a high-pitched song addressed to one of the Greek gods, the musician threw himself into the sea. In the meantime, many song-loving dolphins had gathered around the boat. One of these now took Arion on his back and carried him safely to shore. In recent years, a dolphin named Opo came often to play ball with swimmers near a New Zealand beach. A woman in Florida also reported that, when she was caught in an undercurrent, something pushed her to safety. At the time, nothing was in sight but a dolphin. Of course, some of the most interesting accounts today come from scientists. Dr. J. C. Lilly of Miami, Florida, found that dolphins try to

speak like people and even seem to scold. Dr. Lilly's wife laughed at a dolphin and was amazed when it tried to laugh back.

The Bottle-nosed Dolphin is certainly an animal which is worth studying. With its intelligence, its sonar equipment, and its liking for humans, it may prove to be a friend and ally to man in his attempts to expand his knowledge of life.

EXERCISE XIII: Test Yourself on Report Making

Here are some questions about Bob's report which may help you in writing your own.

1. Does the essay have the number of paragraphs provided for in the outline?

2. Is each paragraph about the main idea indicated in the outline? Before you answer, compare the main idea for each paragraph with the topic sentence of the paragraph.

3. Does the thought move smoothly from each paragraph to the next? For example, the last sentence in paragraph 1 speaks of the dolphin's extraordinary sonar equipment. The first sentence of paragraph 2 says, "Even in its appearance . . . an unusual animal." The words *even, appearance,* and *unusual* are related in meaning to *extraordinary equipment.*

 Show, in a similar way, how the thought moves smoothly from paragraph 2 to paragraph 3.

4. Suggest two reasons why Bob did not use all the material that he had in his notes.

5. In what way does the introduction prepare for the material used in the next four paragraphs? Answer in a sentence for each of the four paragraphs.

6. From your answer to Question 5, make a statement about what the introduction to a report should contain.

7. What are some synonyms that Bob uses for the word *dolphin* in writing his report?

8. (a) Does the conclusion summarize the material contained in the report?

 (b) Show that the conclusion relates to the introduction.

 (c) How does the conclusion suggest a possible effect of what is known about dolphins?

9. From your answers to Question 8, indicate some ways in which a satisfactory conclusion to a report can be made.

EXERCISE XIV: Follow a Good Example

You are now ready for step 6 in making your own report. Write your own report, making a first draft, improving it, and making your final copy. Try to make good use of what you have learned from Bob's experience.

In preparing the final copy, check that it is well organized and without errors.

Place a copy of your outline at the front of your report and the bibliography at the end.

DESTINY OF A REPORT

Like any other student, Bob got a good deal of satisfaction out of preparing his report. He enjoyed doing the research, and selecting and organizing the material. Finally, writing the report gave him a sense of accomplishment, of having finished what he set out to do.

When the school Science Club asked him to deliver his report at their next meeting, he did not think of refusing.

Then, as Bob said, he really got a great deal of mileage out of that report on dolphins. The editor of the school paper asked permission to publish the report in the next issue.

EXERCISE XV: Strike While the Iron Is Hot; Use What You Know About Report Making

To this point you have examined the steps in writing a report. You have followed these steps in preparing a report of your own for which you did the research.

Now you will have the opportunity to write a report on a subject for which the basic research has been done for you. The subject of your report is to be the buffalo — the former monarch of the plains, the vanishing giant of North America. A wide range of material — more than you will be able to use — has been provided for you. You will need to examine the material and to define the area of the subject on which you will write your report. Then you will need to select carefully the information that fits your subject. In examining the material, you will note that a report involves selecting from a variety of sources. Drawing on this variety of information will enable you to become more familiar with your subject and to present your ideas in a more interesting and effective manner.

Be enthusiastic about your report. Be prepared to produce it as an example of the best work of which you are capable. Be aware that the material given here does not exhaust what is known about the buffalo.

To review reports, list the six steps of report making given throughout this chapter. Which steps have been carried out for you in this exercise? What remains for you to do for yourself? Carry out the remaining steps.

Prepare a bibliography for the report.

A. December 3rd, 4th, and 5th, 1848 — Outside, the buffaloes range in thousands close to the fort: deer are to be obtained at an easy distance; rabbits run about in all directions and wolves and lynxes prowl after them all through the neighboring woods. As for seeing aborigines, no place can be more advantageous. Seven of the most important and warlike tribes on the continent are in constant communication with the fort, which is situated in the country of the Crees and Assini-

boines, and is visited at least twice in the year by the Blackfeet, Sar-cees, Gros-vents, Pay-gans, and Blood Indians, who come to sell the dried buffalo meat and fat for making pemmican which is prepared in large quantities for the supply of the other posts.

The buffalo are extremely numerous this winter, and several had been shot within a hundred yards of the fort. The men had already commenced gathering their supply of fresh meat for the summer in the ice-pit. This is made by digging a square hole capable of containing 700 or 800 carcasses. As soon as the ice in the river is of sufficient thickness, it is cut into square blocks of uniform size with saws; with these blocks the floor of the pit is regularly paved, and the blocks cemented together by pouring water in between them, and allowing it to freeze solid. In like manner, the walls are solidly built up to the surface of the ground. The head and feet of the buffalo, when killed, are cut off, and the carcass, without being skinned, is divided into quarters, and piled in layers in the pit as brought in, until it is filled up, when the whole is covered with a thick coating of straw, which is again protected from the sun and rain by a shed. In this manner the meat keeps perfectly good through the whole summer and eats much better than fresh killed meat, being more tender and better flavoured.

Paul Kane, *Christmas in Edmonton, 1848*

B. The Flower-Fed Buffaloes

The flower-fed buffaloes of the spring
In the days of long ago,
Ranged where the locomotives sing
And the prairie flowers lie low:—
The tossing, blooming, perfumed grass
Is swept away by the wheat,
Wheels and wheels and wheels spin by
In the spring that still is sweet.
But the flower-fed buffaloes of the spring
Left us, long ago.
They gore no more, they bellow no more,
They trundle around the hills no more:—
With the Blackfeet, lying low,
With the Pawnees, lying low,
Lying low.

Vachel Lindsay

C. The half-breeds are a very hardy race of men, capable of enduring the greatest hardships and fatigues; but their Indian propensities predominate, and consequently they make poor farmers, neglecting their land for the more exciting pleasures of the chase. Their buffalo hunts are conducted by the whole tribe, and take place twice a year, about the middle of June and October, at which periods notice is sent round to all the families to meet at a certain day on the White Horse Plain, about twenty miles from Fort Garry. Here the tribe is divided into three bands, each taking a separate route for the purpose of falling in with the herds of buffaloes. These bands are each accompanied by about 500 carts, drawn by either an ox or a horse. Their cart is a curious-looking vehicle, made by themselves with their own axes, and fastened together with wooden pins and leather strings, nails not being procurable. The tire of the wheel is made of buffalo hide, and put on wet; when it becomes dry, it shrinks, and is so tight, that it never falls off, and lasts as long as the cart holds together.

I arrived at Fort Garry about three days after the half-breeds had departed; but as I was very anxious to witness buffalo hunting, I procured a guide, a cart for my tent, etc., and a saddle horse for myself, and started after one of the bands. We travelled that day about thirty miles, and encamped in the evening on a beautiful plain covered with innumerable small roses. The next day was anything but pleasant, as our route lay through a marshy tract of country, in which we were obliged to strain through a piece of cloth all the water we drank, on account of the numerous insects, some of which were accounted highly dangerous, and are said to have the power of eating through the coats of the stomach, and causing death even to horses.

The next day I arrived at the Pambinaw River, and found the band cutting poles, which they are obliged to carry with them to dry the meat on, as, after leaving this, no more timbered land is met with until the three bands meet together again at the Turtle Mountain, where the meat they have taken and dried on the route is made into pemmican. The process is as follows: — The thin slices of dried meat are pounded between two stones until the fibres separate; about 50 lbs. of this are put into a bag of buffalo skin, with about 40 lbs.

of melted fat, and mixed together while hot, and sewed up, forming a hard and compact mass; hence its name in the Cree language, *pimmi* signifying meat, and *kon*, fat. Each cart brings home ten of these bags, and all that the half-breeds do not require for themselves is eagerly bought by the Company, for the purpose of sending to the more distant posts, where food is scarce. One pound of this is considered equal to four pounds of ordinary meat, and the pemmican keeps for years perfectly good exposed to any weather.

The following afternoon we arrived at the margin of a small lake, where we encamped rather earlier than usual, for the sake of the water. Next day I was gratified with the sight of a band of about forty buffalo cows in the distance, and our hunters in full chase; they were the first I had seen, but were too far off for me to join in the sport. They succeeded in killing twenty-five, which were distributed through the camp, and proved most welcome to all of us, as our provisions were getting rather short, and I was abundantly tired of pemmican and dried meat. The fires being lighted with the wood we had brought with us in the carts, the whole party commenced feasting with a voracity which appeared perfectly astonishing to me, until I tried myself, and found by experience how much hunting on the plains stimulates the appetite.

The upper part of the haunch of the buffalo, weighing four or five pounds, is called by the Indians the little haunch. This is of a harder and more compact nature than the rest, though very tender, and is usually put aside for keeping. The lower and larger part is streaked with fat and is very juicy and delicious. These, with the tongues, are considered the delicacies of the buffalo. After the party had gorged themselves with as much as they could devour, they passed the evening in roasting the marrow bones and regaling themselves with their contents.

For the next two or three days we fell in with only a single buffalo, or small herds of them; but as we proceeded they became more frequent. At last our scouts brought in word of an immense herd of buffalo bulls about two miles in advance of us. They are known in the distance from the cows, by their feeding singly, and being scattered wider over the plain, whereas the cows

keep together for the protection of the calves, which are always kept in the center of the herd. A half-breed, of the name of Hallett, who was exceedingly attentive to me, woke me in the morning, to accompany him in advance of the party, that I might have the opportunity of examining the buffalo whilst feeding, before the commencement of the hunt. Six hours' hard riding brought us within a quarter of a mile of the nearest of the herd. The main body stretched over the plains as far as the eye could reach. Fortunately the wind blew in our faces: had it blown toward the buffaloes, they would have scented us miles off. I wished to have attacked them at once, but my companion would not allow me until the rest of the party came up, as it was contrary to the law of the tribe. We, therefore, sheltered ourselves from the observation of the herd behind a mound, relieving our horses of their saddles to cool them. In about an hour the hunters came up to us, numbering about one hundred and thirty, and immediate preparations were made for the chase. Every man loaded his gun, looked to his priming, and examined the efficiency of his saddle girths.

The elderly men strongly cautioned the less experienced not to shoot each other; a caution by no means unnecessary, as such accidents frequently occur. Each hunter then filled his mouth with balls, which he drops into the gun without wadding; by this means loading much quicker and being enabled to do so whilst his horse is at full speed. It is true, that the gun is more liable to burst, but that they do not seem to mind. Nor does the gun carry so far, or so true; but that is of less consequence, as they always fire quite close to the animal.

Paul Kane, *The Buffalo Hunt*

D. Along the banks of Tail Creek, on Alberta's Red Deer River, twenty miles from the present town of Stettler, lie the graveyard ruins of one of the West's most colorful ghost towns. Only eighty years ago it was the largest settlement in the West — a metropolis of nearly four hundred log cabins, which housed more than a thousand people. At that time, St. Boniface had 750 residents, and Winnipeg 250.

The men and women who lived and laughed in Tail Creek Town were mostly *Métis* buffalo-hunters from the vicinity of Lac Ste. Anne and St. Albert to the north, men from the buffalo-depleted plains of the Red River in Manitoba, and solitary hunters who roamed the lonely stretches to the south and west.

Its existence was known only by word-of-mouth until January, 1875, when a party of fourteen Mounted Police visited it in the line of duty. The police, seeking whisky smugglers, set off in dog-sleds in forty-below weather. They arrived after nightfall. Cabin after cabin was untenanted, dark, and cold. But there was light and revelry in the cabin that served as a community center. Here the police were warmed, fed, and engulfed in a torrent of sociability. Two long lines of young men and women footed a reel to the tune of a fiddle, stomping, shouting, and swinging their partners so heartily that the building shook.

The Redcoats spent four days with the gay inhabitants of Tail Creek Town. They left fully convinced that the buffalo hunters were a people whose good qualities far outweighed any weaknesses charged to them. A Mounted Police detachment of four men was maintained for two years for the town's protection.

While the police buildings and the town's one store boasted whipsawed lumber, the cabins were of logs with sod roofs and plastered walls. Tanned buffalo-calf skins over the window-openings admitted an anaemic light. Each cabin had a mud-brick fireplace for cooking and warmth; but the residents dispensed with furniture. They slept on soft piles of buffalo robes.

Buffalo hunting on the scale known in Tail Creek Town was a big business, planned and conducted like a military campaign. Scouts were dispatched to locate a likely herd. Then, on the evening before the foray, a captain and lieutenants were appointed to direct the hunt and enforce the rules. Individualists were not popular. The man whose greed or thoughtlessness caused the buffalo to stampede, or brought an encounter with the hated Blackfoot, was treated as an outlaw.

When the hunters left camp at daybreak, they were led by the captain, whose flag flew aloft from his cart. Each hunter had as many Red River carts as he could acquire and these followed in the wake of the party.

Three was considered the minimum, for buffalo carcasses were huge and yielded a vast amount of meat. It was the women, incidentally, who skinned and butchered, dried the pemmican, and flayed and tanned the hides.

The buffalo-hunter's life refutes the persistent legend that the natives and *Métis* were shiftless dreamers. The hunt was hard, fierce and dangerous. Pain-crazed buffalo were as dangerous as only berserk bulls can be. In addition, the plains were punctured with badger holes; and a rider thrown during the melee was often crippled or killed. The true hunter killed from the saddle, riding recklessly among the plunging beasts. White hunters were considered second-rate and seldom joined the hunt. Their tactics were to shoot from a concealed position and they were scorned for the wanton destruction of animals for which they had no use.

Two great buffalo-hunters in particular have their names linked with Tail Creek Town. One was Abraham Salois, who made a record kill of six hundred animals in a season, thirty-seven of them in one run. The other was the *Métis*, Gabriel Dumont, who acted as Louis Riel's right-hand man during the North-West Rebellion. Dumont was an unparalleled horseman, scout, and shot. Like many of his kind, he was reckless, improvident, and a dyed-in-the-wool gambler. These defects were offset by a generous nature and shrewd intelligence. He was the idol of his Indian and half-breed contemporaries whose measure of a man was his prowess in the buffalo hunt.

It was natural enough after days of hard riding and heavy work, with danger always snapping at their heels, that the hunters turned with relief to the welcome of Tail Creek Town. Everyone joined in the fun.

Dancing was the favorite diversion. Jigs and reels continued throughout the night, with competitions being held for endurance and agility. Mrs. Victoria Callihoo of Gunn, Alberta, now ninety-four, was twice the winner of a fine buffalo robe for dancing the Red River jig. While the *Métis* danced, the Indians whooped it up with heel-pounding pow-wows. Gamblers sat in at silent sessions, which often lasted for days.

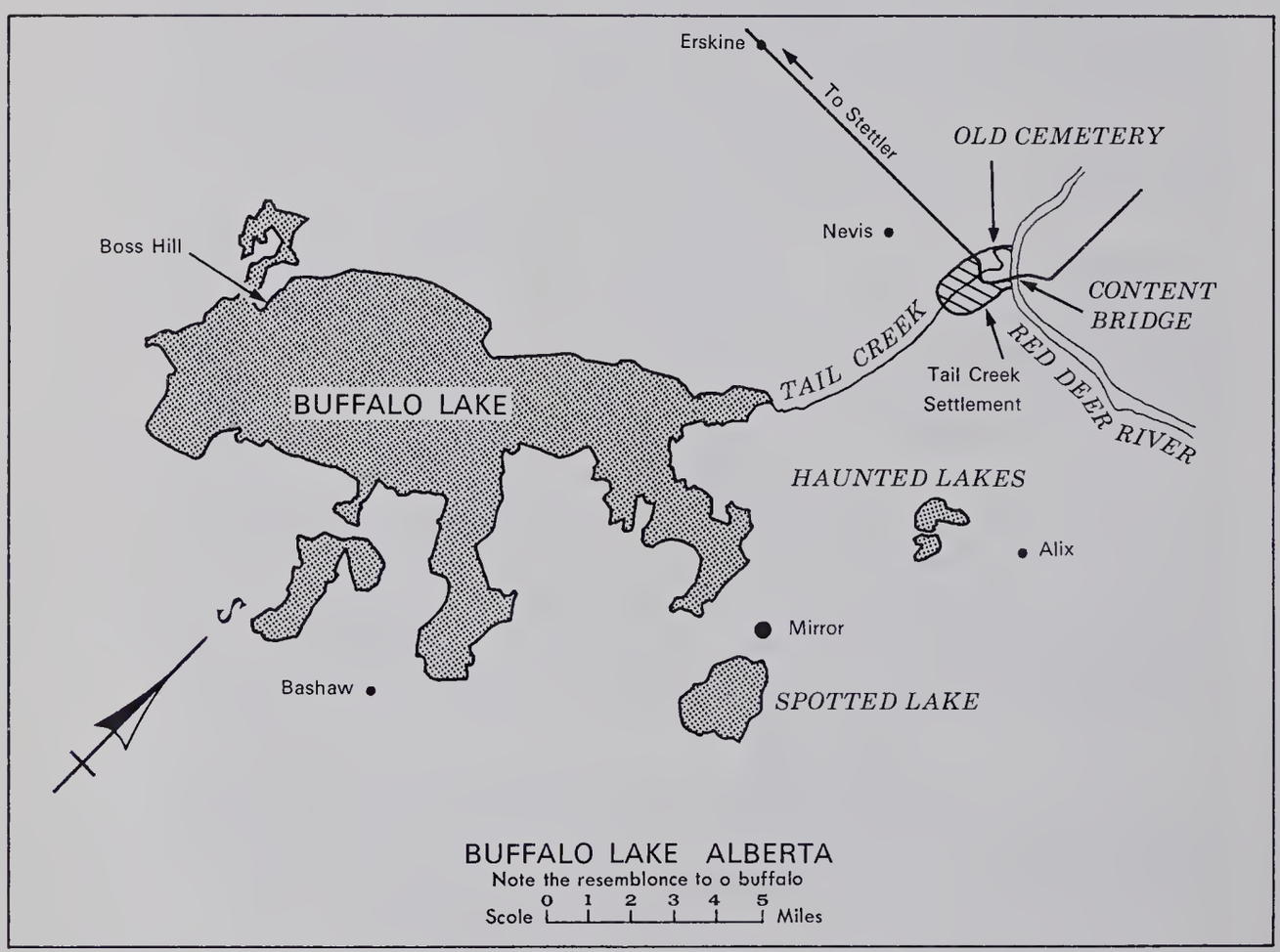
Tail Creek Town lasted only about a decade. Its usefulness tapered off with the disappearance of the buffalo.

In 1878, a fire swept through the valley, consuming all but one of the sturdy log cabins. This was later hauled into the town of Stettler and set up as a memorial to that almost-forgotten era.

Today there is nothing to tell the wayfarer the story, except forty unmarked mounds in a long-neglected graveyard.

Margaret Maw, "Who Remembers Tail Creek Town?"

E.



Redrawn from J. G. MacGregor, *Behold the Shining Mountains*

F. On their regular hunts, most of the plains tribes left the butchering mainly to the women, after the men had done some of the heavier preliminary work. The hunters would leave a cow lying on her side, but would heave the heavier bull over onto his belly, with his legs spread. The butchers would first slash across the brisket and at

the neck and fold the hide back so they could cut out the forequarters at the joints. Then they would slit the hide down the middle of the spine, being careful to avoid cutting the sinews.

After peeling back the hide, they would disjoint and take out the hindquarters, leaving the rump attached to the back. Next they would cut the flank upward toward the stomach and remove it in one piece with the brisket. After taking out the entrails, they would break the rib steaks from the spine.

These operations left only the bare spine, the rump, and the head. The butchers would bag the meat in the hides and load it on packhorses to be taken to the main camp. There the women had the tedious work of slicing and drying most of the meat and of pegging, scraping, and tanning the hides.

Converting some of the choice winter buffalo skins into robes was even more laborious. Leaving the hair on, the Indian women spread the pelts or undressed hides on the ground, flesh up, and fastened them with wooden pegs. Then two or three squaws scraped the skins with sharp tools made of stone, elkhorn, or buffalo bone. Often a flint or steel blade was fastened into the bone. After completing this fleshing, the women dampened the hides with water in which they had steeped buffalo brains. Keeping the skins moist for ten days, they rubbed and kneaded them once a day until they became soft and pliable. The robes were not smoked as were the hides. Some of the robes that the Indians kept for their own use they decorated with gaily colored figures. In addition to those used as winter cloaks and bedding, some were cut up and made into caps, mittens, and leggings.

The red men found use for virtually every part of the buffalo. The animal provided them with much besides food and warmth. The tanned hides were used not only for the walls of tepees but also for moccasins, saddlebags, and winding sheets for the dead. The raw or green hides were stretched to make shields for battle and were sewed together and fitted over the wooden frames of canoes. Narrow strips of rawhide were plaited to make lariats and tethers. Strong sinews from the neck and back provided thread, bowstrings, and the webs for snowshoes. The hair was woven into ornaments or

twisted to make belts or ropes. The bladder might become a container for marrow.

The Indians converted the bones of the buffalo into spears and tools of many kinds. The Shoshones spliced two ribs, wrapping them with sinew, to make a bow. Often the shoulder blade served as a crude hoe, while smaller bones were used to scrape skins. In the north, youngsters would make a toboggan of a backbone with a few ribs attached. The horns provided drinking vessels, spoons, and containers for carrying coals of fire. Many Indians used the animal's back fat as hair grease. From the gall they made yellow paint for ornamental use. And, of course, the Indians used buffalo chips for fuel as readily as did the white plainsmen.

Wayne Gard, *The Great Buffalo Hunt*

G.



Buffalo Hunting With Bow, Arrow, and Spear, by George Catlin

H.

Table Showing Slaughter of Buffalo*

Year	Hides shipped by Atchison, Topeka & Santa Fé Railway	Hides shipped by other roads in same period (estimated)	Total number of buffaloes utilized	Total number killed and wasted	Total number of buffaloes slaughtered by whites
1872	165,721	331,442	497,163	994,326	1,491,489
1873	251,443	502,886	754,329	754,329	1,508,658
1874	42,289	84,578	126,867	31,716	158,563
Total	459,453	918,906	1,378,359	1,780,371	3,158,710

* Colonel Richard Irving Dodge compiled this table as the result of a study from which he concluded that every single hide marketed in 1872 represented three dead buffalo; in 1873, two; and in 1874, 100 skins delivered represented 125 dead animals.

Frank G. Roe, *The North American Buffalo*

I. The running hunt became much more effective, of course, after the braves were mounted. Often it involved a spectacular chase. The Indians trained their fleetest horses to run close beside the buffaloes. Even after guns were obtainable, some of the red men preferred their bows and arrows for a close attack. Usually the bow was a short one of not more than thirty inches, so that it could be handled easily on horseback. Commonly it was made of cedar or of Osage orange. The French called the latter *bois d'arc* — wood of the bow. Often the warrior strengthened his bow by wrapping it with twisted sinews of deer. The arrows might be of dogwood or cane, tipped with flint or iron.

With aim that seldom erred, the Indian hunter could shoot arrows almost as fast as the ordinary white man could fire a Colt six-shooter. Usually he tried to pierce the buffalo behind the short ribs, with the arrow ranging forward and into the heart or — still better — the lungs. Sometimes his arrow would enter the animal with such force that it would be completely buried. Or, missing the bones, it might emerge from the other side and fall to the ground. If the arrow failed to penetrate deeply enough, the hunter might pull it out of the running buffalo and use it again. A hunter who put too

many shafts into an animal would incur the laughs and taunts of the squaws who, in their butchering, retrieved the arrows, recognized them, and returned them to their owners.

The surround was a common and usually productive method of obtaining meat and hides. Approaching a small bunch from all sides, a band of Indians would close in with savage yells and kill as many as they could with arrows and lances before the frightened animals could escape from the cordon. After they obtained horses, the Indians could surround larger numbers.

A large party of several hundred hunters could surround a fair-sized herd. George Catlin, the artist, told of such a surround near the Teton River in the spring of 1832. "An immense herd of buffaloes showed themselves on the opposite side of the river, almost blackening the plains for a great distance. A party of five or six hundred Sioux on horseback forded the river about midday and spent a few hours among them. Recrossing at sundown, they came into the fort with 1,400 fresh buffalo tongues, which were thrown into a heap for a few gallons of whisky. Not a skin or a pound of meat, except the tongues, was brought in."

Even for the hunters there was confusion and danger. As Catlin, with pencil and sketchbook, watched from a horse outside the circle, the battle raised a cloud of dust. Buffaloes, infuriated by painful wounds, "erected their shaggy manes over their bloodshot eyes and furiously plunged forward at the sides of their assailants' horses. Sometimes they gored the horses to death at a lunge and put their dismounted riders to flight for their lives. Some blinded horsemen, too intent on their prey amid the cloud of dust, were hemmed and wedged in amid the crowding beasts, over whose backs they were obliged to leap for security, leaving their horses."

Many bulls turned on their assailants, added Catlin, "and many warriors who were dismounted saved themselves by the superior muscles of their legs. Some who were closely pursued by the bulls wheeled suddenly and, snatching the part of a buffalo robe from their waists, threw it over the horns and eyes of the infuriated beast and, darting by its side, drove the arrow or the lance into its heart. Others suddenly dashed off on the prairie by the side of the affrighted animals which had escaped

and, closely escorting them for a few rods, brought down their carcasses upon the turf."

This method of surrounding the buffaloes had many variations. When the grass was dry, the Indians might set it afire in a circle around the buffaloes to hinder their escape. The fire might singe the hair of the animals, thus spoiling their hides for conversion into robes; but it left the meat intact.

The method of impounding called for more preparation. It required the building of a strong pen, which might be of timber, piled brush, or any other material that was handy. From widely separated beginnings, two fences converged at the narrow opening of the corral. Where posts or brush were not obtainable, such wing fences might be made of stone, frozen buffalo carcasses, or even bones.

Wayne Gard, *The Great Buffalo Hunt*

J.



Buffalo Hunt Chase, by George Catlin

K. Thus, Canada today is known throughout the world for the wealth and variety of its wildlife. It maintains most or all of the existing stocks of woodland caribou, mountain sheep, wolves, grizzly bears and wolverines, to mention a few. And these animals exist not only because of the vastness of their habitat but also because of man's efforts to preserve them. There is evidence of concern about the preservation of wildlife by the early Canadians; there were game laws in force in the original provinces when all but a few thousand acres of land were still the patrimony of the Indians. In 1885 pioneer conservationists were instrumental in establishing Banff Park in Alberta and in 1887 a bird sanctuary, the first on the Continent, was established at Last Mountain Lake in Saskatchewan. The same fervor for preservation of Canada's wildlife heritage led to the complete protection of wood bison in 1893 and to the purchase and establishment of a nucleus herd of plains bison at Wainwright in Alberta in 1907. Thus was formed the basis of wildlife conservation efforts, which, for a long time, took the form of protection of certain species from destruction by man or predator. Better knowledge of nature's operations and the recognition of the fact that many other factors combine to cause fluctuation in wildlife numbers are now being reflected in a loosening of restrictions on hunting and a rescinding of preserves. The science of animal numbers is new and sometimes runs counter to popular prejudice but it is well understood that any area will support only so many animals, and species that are highly productive must have a quick turnover. Wildlife must never be separated from the consideration of its environment and if the environment is fully stocked the annual increment need only replace the losses. All extra is surplus, only part of which is taken by predators and part, if the animal is a game species, by man.

Canada Year Book 1966

L. Coarser, darker, and usually fatter than beef, the buffalo meat — especially that from the cows — suited most plainsmen. One Texas pioneer, Bill Crabb, recalled wistfully that even the meat of an old bull was tender and delicious. Major Zebulon M. Pike, on November 6,

1806, wrote in his journal: "The cow buffalo was equal to any meat I ever saw, and we feasted sumptuously on the choice morsels." John James Audubon, the naturalist, preferred buffalo meat to beef. George Catlin found it "of a delicious flavor, resembling and equaling that of beef." Horace Greeley, editor of the New York *Tribune*, who crossed the plains in 1859, didn't like buffalo meat, which he called "tough and not juicy." But Colonel Samuel J. Crawford, who served as Governor of Kansas, 1865-8, asserted that in the fall, when the animals were fat, buffalo meat was superior to corn-fed beef.

The hide hunters of the 1870's lived almost entirely on buffalo flesh. "I would not eat anything but buffalo meat if I could get it," said one of them, Dick Bussell. "I used to kill four or five big fat bulls, hang the hams high in a mesquite tree in the winter, and go back to get it about April. It would be fine. In using buffalo meat that had been dried, I would trim off about a quarter of an inch of the outside. It would be as nice and red as could be. Then I'd slice it and throw it in a skillet of hot grease and make a lot of gravy with it. It was surely fine."

Of the various cuts of buffalo meat, the most often eaten was the tongue. It not only was tender but also was the easiest part to get at. Roasted over a slow fire of wood or buffalo chips, it made delicious eating. Often some of the tongues were salted for later use or for sale.

Next in popularity was the hump. Skelton Glenn recalled that the best humps were those that had been hung out until a crust was formed. Then they were sliced across the grain, salted, and fried in deep tallow. Enough of the marrow bones were cracked to provide a supply of "hunters' butter."

If more of the animal were needed, the liver and one or both hind quarters might be used.

Wayne Gard, *The Great Buffalo Hunt*

M. An old-timer gives us this picturesque description of the buffalo-bone trade:

. . . a market had developed in the east for the millions of buffalo skeletons that lay out on the plains. They were made into phosphate fertilizer and into car-

bon used in the refining of sugar, and sold for $7 to $10 a ton at the railroads. At first a man with a team could make big wages gathering and hauling the bones. I saw them so thick on the prairies west of Hays City that a wagon could be filled with all that two horses could haul from less than an acre of ground.

I saw a pile of buffalo bones alongside the railroad track that was ten feet high, fifteen or twenty feet wide, and a quarter of a mile long. Col. Henry Inman made an investigation of the buffalo bone business, gathered statistics of shipments of bones on the railroads, and announced that 31,000,000 buffalo skeletons were shipped out of Kansas alone.

Frank G. Roe, *The North American Buffalo*

N. The old-timer's description [in M.] finds general corroboration in a modern history of the southern Alberta territory:

> The boundary survey parties in that year [that is, 1874] were held up for several hours on at least two occasions by the passing herd. Under date of September 23, 1874, Colonel French, on his way to Fort Benton, wrote in his diary that he passed an immense herd of buffalo which he and [Colonel] Macleod computed at between seventy and eighty thousand. About the same time the secretary of the United States Boundary Commission described another herd:
>
> "The number of animals was beyond estimation. Looking at the herd from an elevation of about 1800 feet above the plains, I was unable to see the end in any direction. The half-breeds, Sioux, Assiniboines, Gros Ventres of the prairie, and the Blackfeet followed the outskirts of this herd, but for all their wastefulness they made little impression on it."

Frank G. Roe, *The North American Buffalo*

O. Buffalo are the only cattle native to America. The first Europeans to describe them used terms for domestic cattle — "oxen", "cows", the "kine of Cibola". Certainly a herd of grazing buffalo behaved much like cows turned out to pasture. They moved slowly, diligently cropping grass, ceaselessly whisking their tails to ward off flies.

Among the animals flew little flocks of "buffalo birds" or cowbirds, staying close to the grazing beasts' muzzles to capture insects frightened up from the grass. As the buffalo had eaten their fill they drifted closer to one another and lay down to doze or chew their cuds, the more distant animals plodding back to join the herd until all were lying peacefully together.

Technically, the buffalo's name is "American bison", as the name "buffalo" belongs to species of African and Asian cattle. However, most American settlers knew their animal as buffalo, and that name it seemed destined to keep. There is one other bison, the European bison or wisent, an animal less shaggy than its American relative. Both species have conspicuous humps, caused by elongated spines of the backbone that make a bony ridge.

The buffalo is the largest North American land mammal. A mature, six-year-old bull may stand five and one-half to six feet high at the shoulder and weigh from 1,800 to 2,000 pounds. His horns seem smaller because of the crown of long hair surrounding them; the record buffalo horns are 22⅜ inches long and span 35⅜ inches from tip to tip.

William D. Berry, *Buffalo Land*

CHAPTER XII

Language Is Life

THINKING ABOUT LANGUAGE

"Language is life." This sounds like a slick saying which, if looked at too closely, will mean nothing at all. But do not judge the saying too quickly.

Examine each of the passages that follow and answer the questions about them. As you read, use the context, and your dictionary, if necessary, to determine the meaning of unfamiliar words. Perhaps, then, you will begin to see the truth in the saying that language is in many ways life itself, and always, in our world, a necessary part of life.

A. Isak Dinesen, who was really the Danish Baroness Blixen, told this true story in her book about Africa, *Shadows on the Grass*. She owned a farm in Kenya. A young Kikuyu named Kitau, who worked on her farm, had his leg badly smashed by a falling tree. The Baroness went to the spot in the woods, but she had none of the morphia which she usually carried for just such emergencies. The young native asked her for "some of the medicine which helps people". She had only a few sugar lumps in her pocket, and as she fed these to him one at a time, they seemed to ease the pain. When these were gone, Kitau asked for something more. Now the Baroness had nothing in her pocket except a letter which she had received from the King of Denmark thanking her for a fine lion-skin which she had sent to him as a gift. She laid the letter on the chest of the suffering boy and told him that in it were good words, a King's

words. The boy's face became smooth and calm. The pain was gone and appeared not to return as long as the letter remained on his chest.

from Isak Dinesen, *Shadows on the Grass*

B. Painted a fence today. Passersby greeted me with remarks like, "Doing a little painting, eh?" or "Well, I see you are painting your fence." A short-tempered man might have replied, "Oh, you're quite mistaken; I'm making a fretwork watch-cosy for my Aunt Minnie," but I am not short-tempered. Such remarks, stressing what is obvious, are not meant to be taken literally. They are what psychologists call "phatic communication" — that is to say, talk intended to establish a sense of fellowship rather than to convey any intelligent meaning. . . . There are a lot of people whose entire conversation is composed of phatic communion; carried to excess it earns them a reputation for phatheadedness.

Robertson Davies, *The Diary of Samuel Marchbanks*

C. Rutherford, and those who helped him in the various laboratories in which he worked, proved that every atom is built round a tiny core of positive electrical charge, and that this core, which is called the nucleus, has a bigger and looser — but still very tiny — cloud of electrons round it. Electrons are very small scraps of negative electrical charge. They found that there is always as much positive charge in the core — or nucleus — as there is negative charge in the cloud of electrons. It is by this balance of forces that the cloud of electrons is held round the core. It was also found that, in "radioactive change", it is the core or nucleus that explodes and changes, while, in "chemical change", it is only the cloud of electrons that is altered.

Amabel Williams-Ellis, *Changing the World*

D. Don't Cry, Darling, It's Blood All Right

Whenever poets want to give you the idea that something is particularly meek and mild,
They compare it to a child,
Thereby proving that though poets with poetry may be rife

They don't know the facts of life.
If of compassion you desire either a tittle or a jot
Don't try to get it from a tot.
Hard-boiled, sophisticated adults like me and you
May enjoy ourselves thoroughly with LITTLE WOMEN and WINNIE-THE-POOH,
But innocent infants these titles from their reading course eliminate
As soon as they discover that it was honey and nuts and mashed potatoes instead of human flesh that Winnie-the-Pooh and Little Women ate.
Innocent infants have no use for fables about rabbits or donkeys or tortoises or porpoises,
What they want is something with well-mutilated corpoises.
Not on legends of how the rose came to be a rose instead of a petunia is their fancy fed,
But on the inside story of how somebody's bones got ground up to make somebody else's bread.
They'll go to sleep listening to the story of the little beggarmaid who got to be queen by being kind to the bees and the birds,
But they're all eyes and ears the minute they suspect a wolf or giant is going to tear some poor woodcutter into quarters or thirds.
It really doesn't take much to fill their cup;
All they want is for somebody to be eaten up.
Therefore I say unto you, all you poets who are so crazy about meek and mild little children and their angelic air,
If you are sincere and really want to please them, why just go out and get yourselves devoured by a bear.

Ogden Nash



Each of the selections, A, B, C, and D, illustrates the importance of language to life or living. Test this statement by answering the questions that follow. Using one well-constructed sentence, support your choice for each answer.

1. Which selection best shows the importance of language in people's relationships with one another?
2. Which selection shows the importance of language in understanding the world we live in?
3. In which selection does life actually depend upon language?
4. Which selection helps us to understand ourselves better through language?
5. Which selection shows the importance of language most dramatically?
6. Which selection was written chiefly to create humor?
7. Which two selections have fun with words?
8. Which selection shows the importance of a person's faith in words?

Language does play an important part in life. For this reason, it seems a good idea to make language work for you and to have fun with language.

LANGUAGE AND THE FOURTH ESTATE

In France, in the days before the French Revolution, the people were divided into three estates or classes: the nobles, the clergy, and the common people. After the newspaper was invented, the press (as it is often called) came to have a great deal of influence on people's thinking. This influence is recognized in the fact that newspapers and newspapermen are often referred to as the fourth estate.

If you have a school newspaper, you are young members of the fourth estate. The idea is not as fantastic as you may think. In no way are you more widely known than through

your local newspaper. It is likely to reach more people in your community than any other writing done in your school.

For this reason, you share the responsibilities of other newspaper writers. You need to be accurate in publishing news. You need to see that what you publish is in good taste; that is, it should avoid deliberately setting out to hurt anyone. You also need to publish a wide variety of material, so that your paper will appeal to as many people as possible.

EXERCISE I: Learn About the Responsibilities of Newspapers

Here are a number of group projects. The number of students in a group will, of course, depend upon the size of your class and the projects which you decide to do.

1. If you have a local newspaper, ask one of the newsmen to talk to your class about the responsibility of newspapers. One group could be responsible for the letter of request. See Chapter IX if you find it necessary to review this type of letter.

2. If you do not have a local newspaper, one group could write to the nearest newspaper office requesting information about the responsibilities of newspapers. Perhaps newsmen have a code of ethics which they would be willing to tell you about.

3. A third group could be responsible for introducing the speaker to the class, and a fourth group for thanking the speaker.

4. All students could make running notes of the speech delivered to the class. A fifth group could collect the notes and make an outline of the speech on the blackboard.

5. If a letter is the source of information, a group of students could prepare a talk, from the letter, for one of their num-

ber to present to the class. Other groups could be responsible for the work contained in Points 3 and 4 of this exercise.

6. From the information received, still another group could prepare a panel discussion on the possibilities of applying what has been learned to the school newspaper.

Bring the Outside World to School

Since your school newspaper reaches the community, it is a good idea for the community to appear in the school newspaper.

You will need reporters to bring in the news. A good reporter has a "nose for news". But there is something to be said for knowing what to look for.

EXERCISE II: Discuss the Interests of Your Community

Through a class discussion, make a list of community activities which affect students or are of interest to them. Once you have made such a list, the editorial staff of your newspaper has ideas to draw from. As each issue of the paper is published, reporters will become increasingly alert to news in the community. Here is a small list for a start.

New developments in a park in your community

Local activities in music, drama, or art

A new road or bridge

An honor or public recognition won by a member of your community

Club activities in the community, especially a family or young people's club

The Inverted Pyramid: How to Write a News Story

A news story should be written so that the reader knows very quickly what the news is. Then, in each additional paragraph, details are added which he may or may not read, depending on how much time he has and whether he is interested in the subject of the news story.

You have studied this style of writing, known as the inverted pyramid, in Chapter V. The exercise that follows will help you to review the style so that you will be able to use it in writing for your school newspaper.

EXERCISE III: The Inverted-Pyramid Style

Read the news story which follows and answer the questions about it.

Safe Driving Days to be Held

Once again this year, the Hi-Y Club is sponsoring Safe Driving Days. This event is to be held in April before the Easter holidays.

During the two days, an assembly will be held and films will be shown by representatives of the police force. A display of safety equipment, such as traffic lights, has been set up, and a guest speaker has been invited.

One of the main features of this year's Safe Driving Days is the car rodeo which the sponsors hope to hold on the roads around the school.

Don Ramsay is chairman of the committee organizing the days, and the whole club is doing its part to make the event as successful as it was last year.

1. The information given in the first paragraph of a news story should answer these questions: *Who?, When?, Where?, What?, Why?* — the five W's. Test the first paragraph of the news story above by finding in it the answers to the five W's.

2. Which of the five W's is missing? Why do you think it was omitted?
3. Each additional paragraph should contain details that expand the five W's given in the *lead*. List the details in paragraphs 2, 3, and 4, and show which of the five W's is expanded in each paragraph.
4. Could this news story stop at the end of any one of the paragraphs and still satisfy the reader's desire for news? Why, or why not?

EXERCISE IV: Use the Inverted-Pyramid Style

Use your nose for news to find out what is happening in your school or your community. Here are a few areas in the school which might be worth investigating: physical education, music, art, the Students' Union, domestic science, shop courses, assemblies, hobbies, achievements, special interests.

Gather information about something of interest in either your school or your community. Write your news story in the inverted-pyramid style. At the same time, remember to keep your readers in mind.

A Title Becomes a Head

The headlines that stand out above each item in the newspaper are called heads instead of titles. The news story is written first, and then the head is composed by a person whose special job it is. The head comes from the lead, the first sentence or paragraph of the news story.

Here are a few guidelines to help you in writing heads.

1. The head comes from the lead.
2. A head contains a verb or verb form: to run, inviting, trounced, for example.
3. The verb to be, *is*, *are*, *was*, and so on, is sometimes implied, but not expressed.

4. A head should contain an idea which makes sense.
5. A head should be short and eyecatching.
6. Rules for capitalizing titles are followed.
7. Sometimes alliteration is used in heads.

EXERCISE V: Practise Making Heads

1. Discuss the sample heads below to see if they follow the guidelines you have just read.

 Drought Likely to Continue
 Governor-General to Visit Windsor
 Maple Leafs Trounce Eskimos
 Accident Claims Three Lives
 Hungry Horse Ruins Garden
 MacArthur Flies Back to Front

2. Make a suitable head for each of these leads:

 (a) Technical programs across the city are due for a major overhaul, according to Mr. P. N. Blair, head of Mason's Technical Department.

 (b) On Thursday, February 22, two students of Fairview High, Mary Stier and George Heming, participated in a speak-down to determine who would represent Fairview in the Pilgrimage for Youth Competition.

 (c) From April 5 to April 14, all Calgary's budding young musicians will have a chance to display their talents, as these are the dates of the Seventeenth Annual Calgary Music Festival.

 (d) May 3 at Green Hill High is Career Night. This is the night when students and their parents are given a chance to examine the possibilities of various careers by listening to experts in their respective fields.

(e) The Students' Union amended its constitution Tuesday, February 21. The purpose of the amendment is to bring the constitution up to date with current practices in the school.

3. Make a head for the news story that you wrote in Exercise IV.

The Literary Section: Something to Delight the Mind

Most school papers carry a literary section which serves several purposes. Students who like to write gain a wider public for their work. Many students enjoy reading what their classmates have written, and students who have to search for ideas about which to write often find such selections a source of inspiration.

One junior high school paper not only publishes short essays, stories, and poems throughout the year; it conducts an annual writing competition in essays and poetry. A surprisingly large number of students are eager to compete for the book prizes offered by the school and for the honor of seeing their work in print.

Read this sample prize-winning essay and the two poems.

The Race

The race I will deal with here is the most sinful, corrupt, despotic race in the world. It is also the most selfish, while at the same time the most generous; the most narrow-minded, also the most broad-minded; the one with the greatest capacity for love, and for hate. This is the human race.

So far as we know, we, the members of the human race, are the most advanced race in the world. We have mechanical and electronic wonders, highly developed systems of government — yet some of our people have never heard of a radio or an automobile, and still choose their tribal chiefs by primitive ritual, sacrificing another member of the tribe in the process. The members of the human race are the

most peace-loving and also the most warlike race on this planet. Members of it kill each other for no better reason than to establish one method of government and one economic order. Is this not ridiculous in the extreme?

We consider ourselves civilized as a race. But are we, when, at the same time as we produce geniuses like Einstein, we produce fanatics like Hitler, or ruthless dictators like Stalin, or assassins such as the murderer of President Kennedy? It is my belief that we, the human race, have made tremendous strides in our few million years of existence. But are we completely civilized?

The Paper Boy

The paper boy goes out each night
With his load of daily news,
And leaves a paper at each house
That people may peruse.

And as he goes along his way
He must always try to please,
And leave the paper exactly where
The customer decrees.

This one must have it on the porch,
And that between the doors,
For if they're not delivered right
He gets some service errors.

As cold winds blow the winter snow
And barking dogs give chase,
The papers scatter far and wide
And he gets a frozen face.

So while you sit at your cosy fire,
Reading the daily news,
Think of the boy who delivers it
And do pay him his dues.

A Tragedy (In One Act)

Once I had a shaggy dog,
A scrawny cat, and a speckled frog.

I took them for a walk one day,
And lost the frog along the way.

Then I looked at pussy cat,
To see that he'd grown very fat.

And by the way he licked his chops
Was tasting something really tops!

I'm sorry I've lost my nice pet frog,
But I've still a fat cat and a shaggy dog.

EXERCISE VI: Write for the Literary Section of Your Paper

1. Choose a subject such as "The Race". Organize your own ideas about it and write a composition of at least three paragraphs so that your work has a beginning, a middle, and an end. Here are some ideas.

 A Moon Colony
 The Space Race
 A Two-Day Work Week
 The School Curriculum According to Me

2. Observe closely the form of either of the poems. Choose the quatrain with its ballad rhyme scheme (abcb) or the rhyming couplet as a form in which to write a poem of your own. What do you think gave the student writers their ideas for these poems? Do you think the idea for the second poem came entirely from experience? What did the writer use along with experience?

 You may use experience alone or experience and imagination, but remember that poetry is born of feelings or emotions which have caused you to think.

What Are Editorials Made of?

Read this editorial from a school newspaper and answer the questions about it. In this way, you will help yourself to learn about editorials.

A Little Pep

"Yea, Victoria!" This is our battle cry. But wait! Who's that doing all the yelling? Not the crowd; only the faithful few — in this case, the cheerleaders.

And who are the people who slip quietly in and decorate the gymnasium for a dance? Who takes time out, come what may, to paint posters to keep our absent minds constantly aware of all the coming activities? Who gets in there fighting tooth and nail to help scrape up some money to buy equipment for our many sports and activities? Who, who, who? Who, in other words, keeps the old school a-ticking?

Let's be honest with ourselves. It's easier to say we haven't time and take it for granted that the work will be done. But it's not just work; it's play. What's more, it's all for the good of the school.

Let's echo back those cheers and lend a helping hand. Let's all share the satisfaction of a necessary job well done.

EXERCISE VII: Examine the Editorial

The following questions are based on the editorial you have just read.

1. What is the subject of this editorial?
2. What stand does the editorial take on the subject?
3. In which paragraph is the stand or side of the editorial stated?
4. How many examples support the argument of the editorial? List them.
5. What conclusions does the editorial reach?
6. How would you describe the tone of the editorial? Do you think the writer's style helps to get his point across? Why, or why not?
7. (a) *This is our battle cry.* What is the person and number of the pronoun *our*? Quote other words from the editorial that have the same person and number.

(b) Why do writers of editorials often use the first person plural?

8. From your answers to Questions 3 to 7, make a list of rules to guide you in writing editorials for your own school paper.

Another Purpose for an Editorial: To Express Appreciation

It is a good idea to remember that criticism is not simply a matter of fault finding. You criticize constructively when you look for what is right as well as for what is wrong. In fact, it is important to make a point of criticizing favorably whenever possible. Otherwise, it is very easy to become a chronic complainer.

Read the editorial of appreciation which follows.

Music the Universal Language

Music is a bridge spanning the wide gap of misunderstanding that separates individuals of different lands. In this world of many languages, it is difficult to express our thoughts and feelings to someone of another country. Music, however, offers a mode of expression that is universal.

What better example could be given than the immortal Christmas carols? Regardless of what language the words may be written in, all nations celebrating Christmas esteem highly the significance of that sacred music. Although the Yuletide customs may vary as widely as do the words, the melodies are the same.

Imagine the elation of an immigrant from the "old country", who hears in the streets and in the homes the haunting strains of "Silent Night" and the jubilant tones of "Joy to the World". Perhaps, because of his inability to speak English, he has begun to feel unwelcome, unwanted in this great Canada. Yet after hearing the familiar and beloved melodies, he realizes that in lieu of words we are saying through the medium of Christmas carols, "Greetings, Newcomer, Merry Christmas! Welcome to Canada."

EXERCISE VIII: Practise What You Know About Writing an Editorial

1. Test the editorial above by the rules you listed on page 317. Do the rules apply to writing the editorial of appreciation? Explain.
2. Choose a subject for an editorial that you think will interest students in your school. Decide what stand or opinion about the subject you are going to support. Write the editorial, keeping all the rules in mind. Here are some suggested subjects which may help you in making a choice: homework, your winning team, your team that lost the championship, the tea or display of work given by the girls in Home Economics, the school bus service, the school library.
3. Form a committee of three students to choose the three best editorials from those written by the class. Ask the editor of the school paper to publish them.

The Newspaper Column: Something to Entertain the Reader

Human beings like to be amused. Newspaper editors know that it is good business to give the reader something to laugh about. However, humor in newspapers, like news and other types of materials, should appeal to a wide variety of readers and should be in good taste.

A Joke column can easily fulfil these two requirements.

Jokes of the School Newspaper: An Open Secret

Of course, it would be wonderful if the editor and his reporters could collect enough jokes to fill a column from the funny things that people say and do at school and about school. Here are two jokes that really did happen.

Miss Jones: Use the word "beware" in a sentence.

Mary K: I want to be where my mother is.

Murray L: Miss Watson has radar eyes.

John F: Good heavens! What makes you say that?

Murray L: She found three mistakes in my composition that my mother missed.

If you don't find these jokes particularly funny, try this trick with them. Substitute the names of two of your teachers for those of Miss Jones and Miss Watson and the names of students in your school for those of Mary K, Murray L, and John F. The familiar names certainly affect the degree of humor in the jokes.

Here are three more jokes. You supply names of people in your school so that the humor is heightened.

.....: What do you think of Beethoven's works?
.....: Sorry, I never visited them. What does he manufacture?

.....: What is the formula for water?
.....: H I J K L M N O
.....: Where did you get that?
.....: Well, you said H to O.

.....: I thought I told you to hand in a two-page composition on milk. You have written only half a page.
.....: Yes, but I wrote on condensed milk.

EXERCISE IX: Find the Right Jokes for the Right People

Let each member of the class look for one good joke in which names from your own school will increase the humor. Some jokes may involve a teacher of a particular subject and a student, but many will involve just students. None of the jokes selected, however, should be the kind that would embarrass or hurt a person.

Notice that one joke per student will produce enough jokes for three or four issues of your paper. When a student is responsible for just one joke, he can concentrate on finding a particularly good one. He may even produce one that really happened.

Where do you find jokes? Search old papers and magazines. Everyone hears the joke that is travelling around at the moment. After three years, five years, or, better still, ten years, jokes are new again.

Consider Different Tastes: A Variety of Newspaper Columns

A Joke column is only one of a variety of columns. Often a column is the work of one person. It appears in a paper regularly and the writer is given a by-line; that is, his name appears below the head of the column.

A Famous Sayings column is often popular in school newspapers. A sharp columnist collects the various sayings and is careful to include only those that make school history because of the speaker, the occasion, or the wit of the saying.

A Record column might discuss two or three popular records in each issue of the newspaper. A Book column might introduce new books in the library or good stories which have as yet been discovered only by a few students. A Coming Events column is good if the events announced and commented upon are not ancient history in the school by the time the paper appears.

A Want Ad column may appeal to students in your school and bring in a little revenue to the paper at a nominal charge per line. In one such column, a student raised a chuckle with the following advertisement.

Wanted (desperately):
Someone to do my math homework for me.

Some papers carry a column entitled "The Roving Reporter". The student reporter who is responsible for such a

column approaches parents, teachers, students, and even experts to find the views of a cross-section of the community on some question of immediate and lively interest.

EXERCISE X: Be a Newspaper Columnist

1. Now, be a columnist for a day. Decide on the subject matter for your column. Invent a dynamic head, and write the column in a lively style.

2. Write a contribution for "The Roving Reporter" column of a school newspaper. Remember to include the points of view of different people on the subject you choose to write about. The questions which follow may appeal to you or may make you think of other questions of even more dynamic interest in your school and community.

 Should the government pay allowances to students?

 Should homework be abolished?

 Should students wear uniforms?

Room for Disagreement: I Beg to Differ

Although students accept school policies, they may not be in agreement with them. The school newspaper can serve students and the school by carrying, as a regular feature, articles in which different students express their disagreement and support their views.

Perhaps you, as a student, feel that the school day is too long. Perhaps you think that the school library should be open in the evening so that students may return to school to do their homework. You might write a feature article to air your views. In other words, you would write a composition in which you state and support your views on such a question.



"If language is life, she certainly does a lot of living."

LANGUAGE IS LIFE: HAVE FUN WITH WORDS

You have probably had several opportunities to write poetry of different kinds. You may even like versifying so that you write in a poetic form without being encouraged by your teacher.

Poetry can be written just for fun. A number of years ago, an English schoolboy of sixteen, Edmund Clerihew Bentley, produced the following brief biography, known as a clerihew.

Sir Humphry Davy
Detested gravy.
He lived in the odium
Of having discovered Sodium.

Bentley wrote this clerihew about the famous architect, Sir Christopher Wren.

Sir Christopher Wren
Said, "I am going to dine with some men.
If anybody calls
Say I am designing St. Paul's."

EXERCISE XI: Examine the Clerihew

1. How many lines are there in the verse?
2. Is the rhythm regular or irregular?
3. Are the four lines equal in length?
4. Which lines rhyme?
5. Which lines contain fact?
6. From your answers to Questions 1 to 5, list the requirements for a clerihew.

More About Clerihews

Here are some more clerihews. You will see that the first line may contain more than a name and that the order in which fiction and fact are presented may be changed. It is the spirit and fun of the poem that are important.

In another clerihew, Bentley amused himself with a comment about Columbus.

"I quite realized," said Columbus,
"That the Earth was not a rhombus,
But I am a little annoyed
To find it an oblate spheroid."

Mr. Clifton Fadiman, an American, has contributed a number of delightful specimens of this verse form.

The Brothers Ringling
Were quite used to mingling.
At tea in a zoo
They knew just what to do.

Woodrow Wilson, addressing the masses,
Had a nervous habit of polishing his glasses.
Be under no misapprehension —
I am aware that this detail is barely worthy of mention.

And one more.

Poe's curse
Was mixing stimulants and verse.
No sooner was Poe
Done with his old raven than he started
on his Old Crow.

EXERCISE XII: Have Fun Writing Clerihews

Write as many clerihews as you can so that they come easily and you really do enjoy them.

Here are some suggestions about people to write about: people in your social studies, literature, and science textbooks; people in public life in your country or community; your friends, teachers, and yourself.

The Limerick: Another Form of Light Verse

It is very likely that you have already made the acquaintance of the limerick. It is a form of nonsense verse, and is often used to tell a joke or funny story. This example will remind you of the form of the limerick.

There was a young lady of Niger
Who smiled as she rode on a tiger;
They returned from the ride
With the lady inside,
And the smile on the face of the tiger.

Once you have a first line and an idea, the limerick almost writes itself.

Read some more favorites before you attempt to write your own limericks.

There once was a diner at Crewe
Who found a large mouse in his stew;
Said the waiter, "Don't shout
And wave it about,
Or the rest will be wanting one, too."

There was a young lady named Bright,
Who travelled much faster than light;
She started one day
In the relative way,
And returned on the previous night.

Not all limericks are anonymous. Arnold Bennett produced this one.

There was a young man of Montrose
Who had pockets in none of his clothes;
When asked by his lass
Where he carried his brass,
He said, "Darling, I pay through the nose."

Anthony Euwer wrote a limerick which departs from the traditional opening line.

As a beauty I am not a great star,
There are others more handsome, by far,
But my face — I don't mind it
For I am behind it,
It's the people in front get the jar!

EXERCISE XIII: Enjoy Yourself; Write Limericks

Here are some first lines to get you started. Try one or two limericks using these, and then branch out in all directions.

There was an old person from Crete
There was a young lady from Windsor
There was once a lad from Japan
There was an old lady of Rome
There once was a boy named Gene

LET ONE ART SERVE ANOTHER

Read the story which follows, watching carefully the picture which accompanies each part of the story. Perhaps you can guess what the whole picture is before you read the end of the story.

The artist drew the picture. The writer looked at the picture with the eyes of his imagination. The result was the story.

In a little round house with a round window and a little triangular garden in front there lived a man. Not far from the house there was a pond with a lot of fish in it.

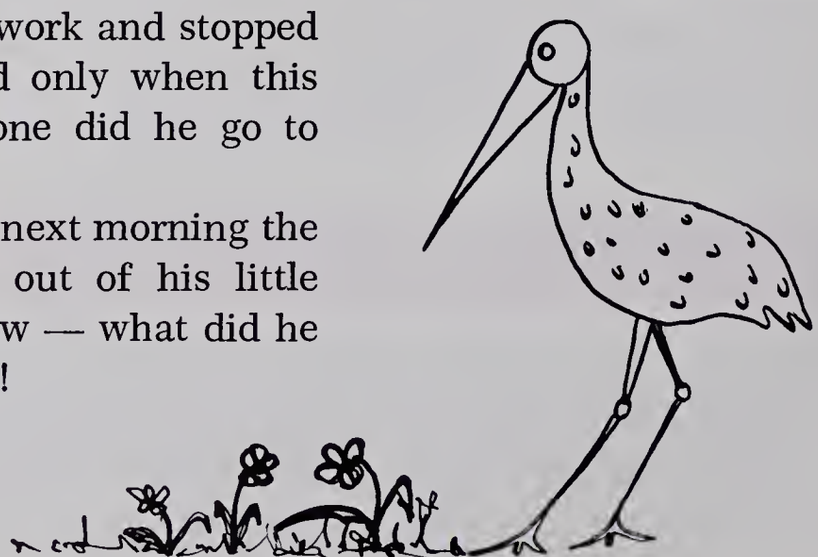
One night the man was woken up by a terrible noise, and set out in the dark to find the cause of it. He took the road to the pond.

He first ran to the south. Here he stumbled over a big stone in the middle of the road, and a little farther he fell into a ditch, got up, fell into a second ditch, got up, fell into a third ditch, and got out of that.

Then he saw that he had been mistaken, and ran back to the north. But here again the noise seemed to him to come from the south, and he again ran back there. He first stumbled over a big stone in the middle of the road, then a little later he fell into a ditch, got up, fell into another ditch, got up, fell into a third ditch, and got out of that.

He now distinctly heard that the noise came from the end of the pond. He rushed to the place and saw that a big leakage had been made in the dam, and the water was running out with all the fishes in it. He set to work and stopped the hole and only when this had been done did he go to bed.

When the next morning the man looked out of his little round window — what did he see? A stork!



EXERCISE XIV: Draw the Picture and Write the Story

The ideas below may suggest to you some pictures that might be used in the same way as the stork picture was used by the writer of the story you have just read. However, if you want to, you may use your own ideas for the picture and the story.

1. The moon with its face
2. A robin pulling a worm out of the garden
3. A bamboo grass rake
4. A dog
5. The head of a man with a beard
6. A rabbit

WRITING FOR A TOPSY-TURVY WORLD

J. B. Priestley, a popular English author, once wrote a whole book of essays entitled *Delight*. He said that he was tired of being known as a rather grumpy man, and he wrote dozens of small essays about the many things in life which delighted him.

Read the one which follows and answer the questions about it. You should then know one of Priestley's delights and what it has to do with a topsy-turvy world.

> We fathers of families have one secret little source of delight that is closed to other men. As we read the school reports upon our children, we realize with a sense of relief that can rise to delight that — thank heaven — nobody is reporting in this fashion upon us. What a nightmare it would be if our personalities were put through this mincing machine! I can imagine my own report: *"Height and weight at beginning of term — 5 feet, 9 inches: 13 stone, 10 lbs. At end of term — 5 feet, 8 inches: 14 stone, 2 lbs.* Note:

through greed and lack of exercise, J.B. is putting on weight and is sagging. He must get out more and eat and drink less. *Conduct* — Not satisfactory. J.B. is increasingly irritable, inconsiderate, and unco-operative. He is inclined to blame others for faults in himself. He complains of lack of sleep but persists in remaining awake to finish rubbishy detective stories. He smokes far too much, and on several occasions has been discovered smoking in bed. There is no real harm in him but at the present time he tends to be self-indulgent, lazy, vain, and touchy. He should be encouraged to spend some weeks this summer with the Sea Scouts or at a Harvest Camp. *Eng. Lang. & Lit.:* Fair but inclined to be careless. *French*: A disappointing term. *History:* Has not made the progress here that we expected of him. Should read more. *Mathematics:* Very poor. *Art:* Has made some attempts both at oils and watercolor but shows little aptitude. Has been slack in his Appreciation and did not attend Miss Mulberry's excellent talks on the Italian Primitives. *Music:* Fair, but will not practise. *Natural History:* Still professes an interest but finds it impossible to remember names of birds, butterflies, flowers. Has not joined in the Rambles this term. *Chemistry:* Clearly has no interest in this subject. *Physics:* Poor, though occasionally shows interest. Fails to comprehend basic laws. *Physical Culture:* Sergeant Beefer reports that J.B. has been frequently absent and is obviously far from keen. A bad term. *General Report:* J.B. is not the bright and helpful member of our little community that he once promised to be. He lacks self-discipline and does not try to cultivate a cheery outlook. There are times when he still exerts himself — e.g. he made a useful contribution to the end of term production of *A Comedy of Errors* — but he tends to be lazy and egoistical. His housemaster has had a talk with him, but I suggest that stronger parental guidance would be helpful, and is indeed necessary." And then I would be asked to see my father, and would find him staring and frowning at this report, and then he would stare and frown at me and would begin asking me, in his deep and rather frightening voice, what on earth was the matter with me. But it can't happen, not this side of the grave. I am knee-deep in the soggy world of greying hair and rotting teeth, of monstrous taxes and overdrafts, of vanishing friends and fading sight; but at least, I can tell myself delightedly, nobody is writing a school report on me.

J. B. Priestley, *Delight*

EXERCISE XV: Examine the Topsy-Turvy World of Writing

Now answer these questions based on the selection by Priestley.

1. What is the cause of delight which gave rise to this essay?
2. In what way does it deal with a world which seems different from the world we know?
3. What happened to Priestley through greed and lack of exercise?
4. Why, according to him, is his conduct not satisfactory?
5. Who do you think Sergeant Beefer is?
6. What does Priestley imply about the sergeant by naming him *Beefer*?
7. What do you think four of Priestley's interests are, apart from his writing? Support your answer by referring to the essay.
8. What do you think are three areas of knowledge in which Mr. Priestley has practically no interest? Support your answer by referring to the essay.
9. What are four disadvantages of the adult world which are somewhat compensated for by not having to receive a report card?
10. Near the beginning of the essay, Priestley uses a metaphor for a report card. Find it. Is it a good comparison? Why, or why not?
11. From your reading of this essay, mention what to you seem the more important advantages of being an adult. Give your reasons.

EXERCISE XVI: Write for a Topsy-Turvy World

Choose at least one of the following ideas and write about it in a well-organized composition. Remember that each of these assignments requires an objective view on the part of the writer.

1. Write a school report for yourself as if you were your teacher.
2. Write a school report for your teacher as if he were the student and you were the teacher.
3. Write about yourself as your mirror sees you.
4. You are your bedroom at home. Write about the occupant or owner of the room.
5. You are your father whom you have just asked for some money. Write the conversation between the two of you; remember that you are in your father's shoes for the time being.

EXERCISE XVII: Use Your Mind and Your Language

Let your knowledge and use of language keep your mind active. Choose at least one of the following ideas as the basis for a composition or a poem in free verse.

1. A picture on the wall in the schoolroom or your own living room.
2. Something you have in your pocket: a piece of string, a key, a coin.
3. You are looking through a microscope at the veins of a leaf, a drop of water, the eye of an insect. Write about what you see or what your imagination suggests you might see.
4. Ask your teacher to arrange for a strange noise in the hall. Now write.

5. You suddenly become ten feet tall.
6. You have just said, "I wish there were no schools." Your wish comes true.
7. Time stands still at ten o'clock at night.
8. The gravity of the earth is suddenly reduced to one quarter of what it usually is.

LANGUAGE IS LIFE: THE WORLD IS YOURS

If you can work with language and have fun with language, you can, in many important ways, conquer the world. You can understand people; you can help other people to understand you and each other. You can have the good company of your own mind so that you can enjoy being alone as well as being with other people. When you have a problem, it will be easier to solve if you can state it clearly and examine it logically.

INDEX

Acclamation, in elections, 87
Action, arousing people to, 40-41
Advertising,
 cost of, 149
 in magazines, 151
 in newspapers, 148-149
Agenda, 89
Amendments, to motions, 91-92
Analysis, in listening, 49-50
Antonyms, 75
Apostrophe, use of, 152-168
Audience,
 consideration of, 40, 43
 nervousness in front of, 37

Bibliography,
 in report making, 287
 value of, 269

Chair, addressing the, 87
Clerihews, 322-324
Clubs, 78-97
 constitution of, 85
 duties of officials of, 86
 organization of, 85-97
Columns, newspaper, 148
Committees, function and kinds of, 95-96
Communication, 35-36, 78
 of experience, 191
Composition,
 expanded, 213-215
 guide to, 258
Concentration, in listening, 36
Conclusions, 53-54
Constitution, of clubs, 85
Context, meaning of words from, 33, 74-75
Contractions, of words, 153, 163-167
Conversation, courtesy in, 45

Debating, 101-108
 facts in, 102
Democracy, and newspapers, 109
Description, 190-195
 total impression in, 191
Dictionary, synonyms in, 75
Discussants, 33-35
Discussion, 33-35
Draft,
 of report, 65-66
 of talk, 43
 revision of, 183-185

Editorials,
 appreciation in, 317

in school newspapers, 315-316
interpreting news through, 130-131
nature of, 137-138
Elections, in clubs, 86-87
Emphasis, 202-203, 214-215
English, 7-26
history of, 10-26
literature in, 19, 25
London dialect of, 19, 22
word order in, 7, 19
Enunciation, 43
Esnesnon, 1-7
Esperanto, 9-10
Essays, humorous, 327-328
Experience,
communication of, 191
recreation of, 171-173
Exposition, 195-197
Expression, variety in, 203

Facts, 49-52, 72
in debates, 102
in news stories, 130-131
Floor, gaining of, 87
Fourth Estate, 307
French, influence of, 18, 20-21

Guidelines,
for business letters, 243
for campaign speeches, 101
for making précis, 263
for writing heads, 311-312

Headlines, purpose of, 123
Heads, guidelines to writing, 311-312
Humor,
in essays, 327-328
in verse, 322-325

Ideas,
and language, 171-173
and units of thought, 175
condensing, 245
expansion of, 213-215
organization of, 36-37, 229-230
subordination of, 233-234
Impression, sentence order for creating, 191
Inflections, 7, 20
Interpretation, of news, 130
Interview, for job, 240
Introductions, rules of, 46-48

Language,
importance of, 77-78, 171-173, 306-307, 331
Indo-European family of, 10
inflected, 7, 13
make-believe, 1-7
universal, 9
Latin, influence of, 21, 24, 25
Lead, in newspapers, 125, 126, 311
Letters, 221-243
form of business, 223-225

of apology, 235-236
of application, 238-239
of complaint, 228-229
of request, 237-238
order, 225-226
Letters to the Editor, 138-142, 241-242
Limericks, 324-325
Listening, 31-46, 49-55, 101, 171
and notetaking, 54-55
key to efficient, 36, 49-50
Literature, early English
creators of, 19, 25

Magazines, kinds of, 149-150
Meetings, 78-84
business order of, 89
Minutes, keeping of, 77, 93-95
Motions, 90-93
amendments to, 91-92
voting on, 91

Narration, 186-190
Nervousness, in front of an audience, 37
News,
in the community, 309
interpretations of, 130-131
News story,
pattern of, 126, 310-311
reporting of, 130
understanding of, 125
Newspapers,
and democracy, 109
editorial page of, 130-137, 315-318
features of, 148-149, 313
getting the most from, 122-123, 127-128
humor in, 144-147
purpose of, 111
school, 307, 309, 313, 315, 318-321
sports section of, 142-144
Nominations, calling for, 87
Notetaking, 54-55, 65-66
Nouns,
choice of, 191
functions of, 2-3
possessives of, 157-163
Numbers, plural forms of, 168

Observation, in descriptive writing, 191
Officials, club, duties of, 86
Opinions, 49-52
in debates, 102
in discussions, 33, 34
in news stories, 130-131
Outline, in report making, 279-281

Paragraph, 175-185, 196, 200-202, 213-215
difference between long composition and, 214
topic sentence in, 176
unity of, 184
Poetry, humorous, 322-325

Précis, 261
guidelines for making, 263
Prefixes, 75
Press, free, 109-110
Printing, growth of, 19, 22
Procedure, parliamentary, 78-85, 89-93
Pronunciation, 43-44
Purpose,
in reading, 73-75
in speaking, 40-43
in writing, 73-75

Reading, 57-59, 101, 171
effective, 66-67
importance of skilful, 57
purpose in, 73-75
varying speed of, 129
Reflection, in descriptive writing, 191
Reporters, 309
Reports, committee, 96-97
Report making, 265-267, 274-278
outline in, 279, 281
Research, 266, 268, 274-278

School newspaper, 307, 309, 313, 315, 321
Sensations, communication of, 191
Sentences, 175-176
arrangement of, 191
in summaries, 245-246, 256
relationships among, 184, 196, 200-201
structure of, 228-230
Skimming, 59, 62, 64-67, 127-129
Speaker, responsibility of, 36
Speaking, 31-46, 101
at club meetings, 87
key to good, 36-37, 43
pronunciation in, 43
purpose in, 40-43
Speech,
election, 98-101
listening to, 36
planning of, 37, 41
Spelling,
of Middle English, 19-20
standardization of, 22
SQ3R, meaning of, 66-67
Subordination of ideas, 233-234
Summary, preparation of, 43, 245-246, 251
Symbols, words as, 171
Synonyms, 75

Talk, preparation and presentation of, 37, 42-43
Tape recorder, listening to, 43, 45
Thesaurus, synonyms in, 75
Thinking, 171-175
Topic,
limits to, 218
presentation of, 41
selection and research of, 37
Topic outline, 251, 256, 258
Topic sentence, 176

Understanding, 171-174
of main idea, 246
Units of thought, 175, 183, 200-201

Variety in writing, 203
Verbs,
choice of, 191
present and past of, 5
Verse, light, 322-325
Vocabulary,
influence of French on, 18, 20-21
influence of Latin and Greek on, 21, 24, 25
of English, Old, 13-18
other influences, 25-27

Words,
and experience, 171-173
as symbols, 171
as weapons, 40
care in use of, 56-57
endings of, 4-5, 20
locating key, 59-60, 64-65
meaning of, 74-75
position of, 2-4, 6-7, 20
Writing,
and language skills, 174
content in, 221-222
form in, 221-222
kinds of, 185-186, 197-198
news story, 126
purpose in, 73-75
recreating experience through, 171-172
revising, 183-185

This book is printed in 11/13 and 10/11 Primer. Chapter titles in 18 pt. Goudy hand-tooled; headings and sub-headings in 12 pt. Goudy bold. Stock: 50 lb. Texopake.

1 2 3 4 5 6 7 8 9 10 11 12 Bry 77 76 75 74 73 72 71 70 69 68

Date Due

AUG 5 RETURN

EDUC OCT 9 '75

OCT 4 RETURN

EDUC NOV 4 '75

OCT 28 RETURN

EDUC OC 19 '76

OCT 19 RETURN

DUE Educ SEP 1

Returned AUG 29 '77

EDUC OC 29 '77

OCT 29 RETURN

JAN 19 '78

Returned JAN 12 '78

Returned JAN 12 '78

DUE Educ JAN 25 '78

DUE Educ FEB 01 '78

Returned FEB 2 '78

DUE Educ OCT 2 '78

RETURNED SEP 20 '78

OCT 16 RETURN

Date Due SEP 6 '79

AUG 28 RETURN

DUE EDUC JAN 23 '80

JAN 16 RETURN

EDUC MR 25 '80

MAR 31 RETURN

LB 1576 C55 1966 V-3
CHORNY MERRON
JUST ENGLISH/

39888400 CURR

0000212734 20

LB 1576 C55 1966 v.3
Chorny, Merron.
Just English /

39888400 CURR

A5461


The exams revo
Flashback In His
Tempe
Red Deer
Penhold
Rocky
Kamloops
Vancouver
Calgary
Grey Cup
THINKING
Cincinnati
St. Louis
San Francisco
Chicago
Pittsburgh
Atlanta
Philadelphia
Houston
Los Angeles
New York
THE MAGAZINE
PACK SACKS
Reg. 7.95
Heavy gauge quality canvas. Leather carrying strap. Large size.
4.99
Language Is News
The Edmonton Journal
Students Realize Goal
News Story
Editorials Are Timely
Modern en
NEWSPAPER:
The recipe box
Moonlighter
Too
Studyin
World War
The Red
FROM
Comforters
Report
8 Minutes
ARSCC